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Saturday Review

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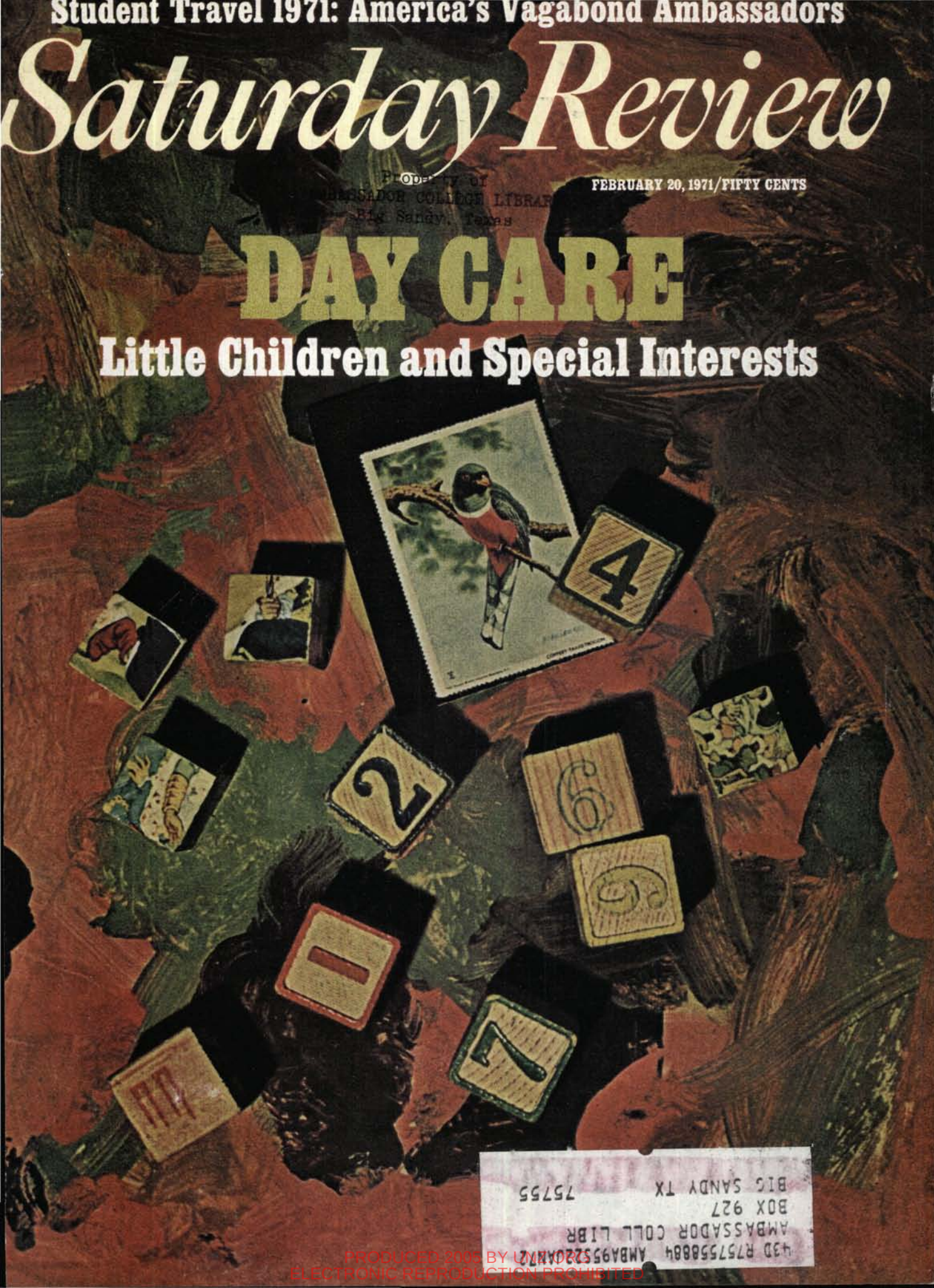

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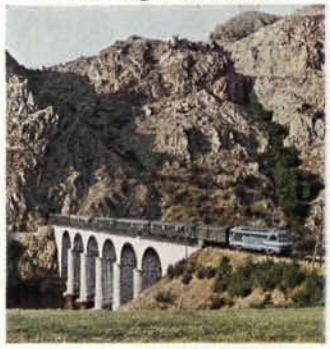

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Agra-Oct. 14

Hard to believe I have actually seen the Taj Mahal.

The marble changes with every trick of light.

The woman who inspired the Taj lies in an exquisite tomb.

And the Taj rises above her, encrusted with gems, glowing;

I wonder if her husband was comforted by the beauty he raised over his lost love.

Close by another tomb. Almost as lovely.

Marble lattice work like lace . . .

Fatehpur Sikri, a city deserted for lack of water.

Peopled only by ghosts. An eerie feeling.

The air conditioned Taj Express to Delhi.

Delhi-Oct.18

He invites me in.

There is silver, bronze, the glow of copper.

Ivory. Precious gems.

Leopard fur hats $10. Raw silk $2 a yard.

A dress made up for $3. A suit tailored for $18.

Earrings, dripping pearls and turquoise, $20.

I am sold.

The Ashoka Hotel.

Another world.

Of gourmet food, a sunlit pool, an intimate bar.

See India. It's another world.

For information please contact The Government of India Tourist Office, N.Y., 19 E. 49th St.; Chicago, 201 N. Michigan Ave.; San Francisco, 685 Market St. Also Canada; Mexico.

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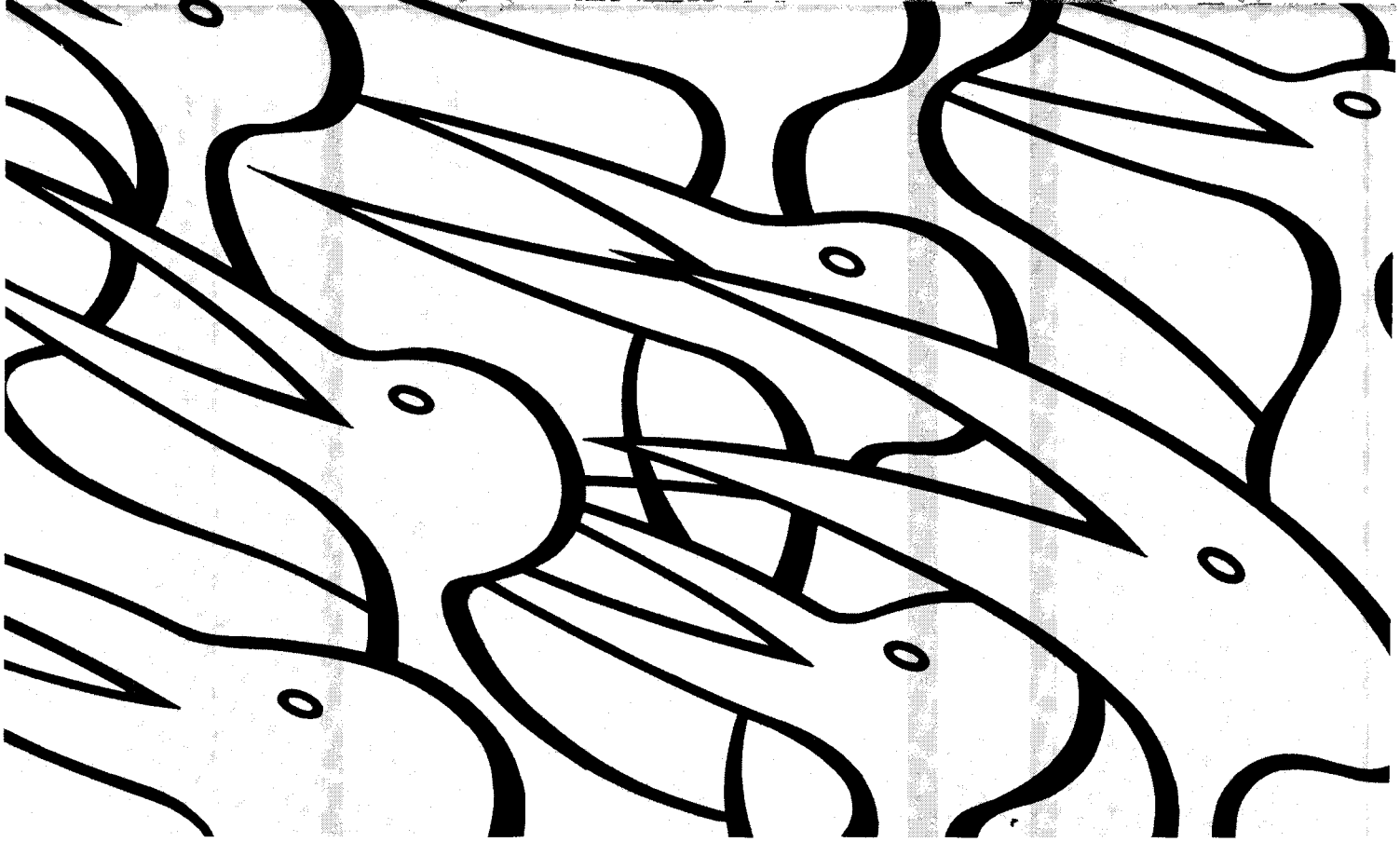

"Sometimes it's a bird

In both drawings, the figure at the lower right is identical. But in one group it looks like a bird in a flock of birds, and in the other, an antelope in a herd of antelope. The point is,

context or background often determines the way we see thin

Illusions like these play an interesting part in special teach aids created by psychology teacher Miss Patricia A. Rainey. Here's how they're helping her students at Cleveland State Community College in Cleveland, Tennessee, become more involved in their study of perception.

"It's the experience that counts."

"It's a little scary to realize how much we can be fooled by what we see. I want my students to experience that because it proves how importa

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;ometimes it's an antelope."

:ception is, and how much we rely on it.
ıen they see illusions, they personally feel the
:ks being played on their own perception.

)ecial booklets build interest."

order to show the full effect of illusions,
anted each student to have his own copies.
ıy illusions need to be moved or turned,
l projectors or blackboards don't let you do
; very well. So I gathered a good variety
llusions on stencils, and used our duplicator to
ke special booklets for everyone in the class.

:rception means something to them now."

ıther suddenly I'm finding out our campus is
of students who want to know more about
ception. In fact, my office is becoming the focal
nt for philosophical 'skull sessions' on
y we see things the way we do—and how
perception relates to social problems. It seems
our little booklet is doing a good job of
arousing curiosity, and it's also helping students
answer some of their own questions."

No subject is inherently dull. There's always
a way to make it meaningful and involving. And
creative teachers like Miss Rainey keep proving
that a little extra effort is all it takes. If you'd
like to see more ideas on keeping your students
involved and interested, plus examples of
how other teachers are doing it, write for our
new "Creative Teaching" brochure:
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Chicago, Illinois 60648, Dept. SR-1.

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Authors complain a lot about the amount of time the publishing procedure takes. It is true that in the age of supersonics, the publishing pace can seem somewhat stately—nine months from final manuscript to finished book. It does seem a long time for design, copyediting, setting in type, galley reading and the rest. But often a lot can happen during that time which has nothing to do with the book-physical but has a lot to do with a *feeling* about a book that can be crucial to its success. We have all kinds of euphemisms for such a feeling: "a head of steam," "pre-pub enthusiasm," "advance buildup," and like that. Whatever it's called it means that people in the house—and outside—have read advance galley proofs, and are talking about it the way that people do when they have really enjoyed reading something.

CRISIS, a novel of psychological suspense, by David E. Fisher is such a book. It came in rather quietly. A couple of editors read it and were scared to death by it. We signed the author and scheduled the novel. Things began to happen in the head of steam department rather quickly. The artist who designed the jacket sent us an unsolicited rave. Our salesmen asked to read the manuscript and the feedback was great. They loved it. So did their wives. We sent a copy to John D. MacDonald—a master of suspense novels. He read it once hastily, thought about it for six months, read it again, and sent us a glowing letter. Then the advance reviews appeared. *Publishers' Weekly* said: "Excellent." Virginia Kirkus was "riveted." Our people in advertising and promotion began planning a "special" campaign. Bantam Books paid big money for paperback rights. And several movie companies are interested.

All this happened before publication. Now CRISIS is just published, and the steam is still building. Yes, it took the usual nine months. But along the way unusual things happened to this chilling novel of a man's journey through the dark side of his psyche and the men, women and child he took with him on that journey.

L.L. Day

EDITOR-AT-LARGE

CRISIS ($5.95), by David E. Fisher, is published by Doubleday & Company, Inc., 277 Park Avenue, New York 10017. Copies may be obtained from your own bookseller or any Doubleday Book Shop, one of which is located in the Fisher Building, Detroit, Michigan 48202.

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Top of My Head

Goodman Ace

The Uncommon Cold

THE Federal Trade Commission is casting a jaundiced eye on "deceptive commercials" on TV. And high time.

This winter our set has been saturated to overflowing with nose sprays, throat gargles, cough syrups, fizzing stomach-settlers, breath-sweetening lotions, and gallons of anti-freeze. It gets very sloshy around our set.

The FTC maintains that while anti-freeze does the job it advertises, there is a possibility of its damaging the cooling system. The FTC wants the anti-freeze manufacturers to include in their commercials: CAUTION—ANTI-FREEZE MAY BE HAZARDOUS TO YOUR COOLING SYSTEM.

But I have my own favorite deceptive commercial, to which I now call your attention. A sickly, forlorn-looking little guy in a bathrobe whines pathetically to his wife: "I feel terrible. I've been coughing, my throat is scratchy, and I could use a little rest."

His tender helpmate pours a shot glass of some green stuff and says, "Here, drink this." He gulps it and says, "You're a good wife." And she says, "I know." It tears at your heart.

But sentiment aside, it seems to me that the green stuff hasn't been doing the job it advertises. For three months this winter, he's been swigging it, and every time I look in on him he seems to be failing. But she keeps pouring, and he keeps drinking, and he says, "You're a good wife," and she says, "I know."

This business of coughing and scratching has been hanging on too long. I think what he needs is another opinion. I've even watched *The Interns* to see if he showed up on one of their critical lists. Not there. But night after night, week after week, she pours—he drinks—"You're a good wife"—"I know."

I'm beginning to suspect the reason she won't have a doctor in is that it's only when he's feeling sick and she nurses him that she ever hears him admit, "You're a good wife."

I got so uptight, I even called the network to inquire about his condition, and ask why they didn't call in Marcus Welby, M. D., for consultation. The girl was rather hostile, but finally told me that the young man was a fine actor who was simulating sickness, is in good health, and collecting checks every week for his simulated malaise.

I was relieved. Then it struck me that if he was really only simulating sickness, he didn't need the advertised medicine he was drinking. Therefore, that green stuff also had to be simulated. Now what could that be? Of course! She had been pouring, and he had been guzzling crème de menthe! Now there's something that can really blow your cooling system.

While we're on the deceptive commercial kick, I wonder if the FTC watched the ABC network a Sunday or three ago. All that week they had been running house commercials advertising the forthcoming film *The King and I*. Since that classic Rodgers and Hammerstein musical has always been a favorite of mine, I made a point to see it.

That was a deceptive commercial. Because, came that Sunday evening, what we saw, from 5 to 8 o'clock, was a slew of commercials, in between which were scenes from *The King and I*.

For three hours, 180 minutes, the film was interrupted every ten minutes for herds of long and loud-sell sales pitches, plus several "house" commercials showing interminably long scenes from next week's old movies.

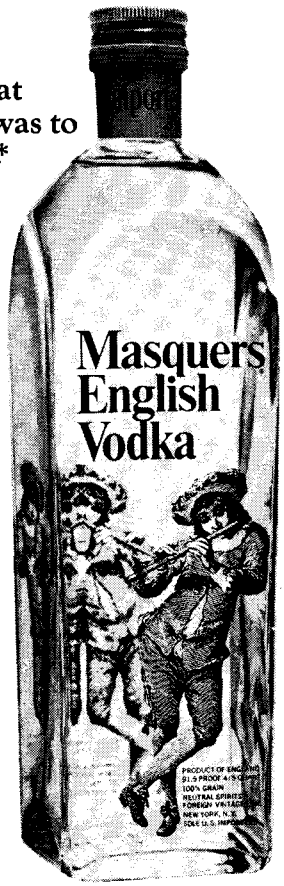
These interruptions ran about four minutes each and seemed longer. Figure it out for yourself. Every ten minutes for 180 minutes, comes to eighteen interruptions. And at four minutes each, it comes to seventy-two minutes. For more than an hour out of the three hours, this lovely movie was chopped to pieces. Too high a price for any movie.

Once upon a happier time, a simple station break meant a few seconds time out to announce "This is ABC, the American Broadcasting Company." Now even the station breaks are deceptive. The time out now includes information on what to do if you suffer from sink stains, psoriasis, dull floors, bad breath, diaper rash, cavities, killing girdles, falling cakes. I've even begun not to like Sara Lee.

Always mindful of our health, they also prescribe medicines we should take to relieve indigestion, insomnia, irregularity, acidity, gastritis, headaches, arthritis, and for tired blood, "the nicest thing a girl can do for herself."

If we swallow all that, we are destined to become victims of pre-medicated murder.

English Vodka is to vodka what Sadlers Wells was to Russian ballet.*



The inspiration for Masquers English Vodka comes from the Slav original. But what the English do when they're inspired! They distill and revise and civilize. They transform. (Just think how the English elevated gin.) Masquers English Vodka (91.5 proof) is vodka transformed. Rich-tasting (as vodka was meant to be) so as not to get lost when you mix with fruit or mineral. But cool and elegant withal so that served chilled or on the rocks Masquers solo makes the perfect martini. The Masquers' Martini. And no obtrusive after-presence. The price of Masquers English Vodka is somewhat higher than the price of U.S. vodkas. However, once you've experienced the pleasure of Masquers...you may be surprised the price is not even higher.

*The Sadlers Wells Ballet Company founded by Ninette de Valois in 1931 transformed many a classic Russian ballet into a characteristically English phenomenon before (in 1957) becoming the present-day Royal Ballet.

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Free admission to the Museum and The Cloisters. (There's now a discretionary fee asked from most people—but never from Members.) Just show your card and walk right in.

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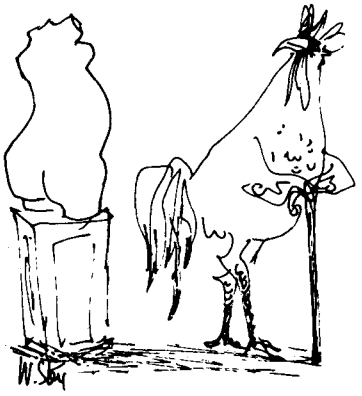

Reason #4

Members' previews of special exhibitions. A chance for an advance, uncrowded look before the general public. Special evening hours, too.

Reason #5

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Cleveland Amory

Nota Bene of the Week, from the *Library Journal*—via Cedric Flagg:

> *Playboy* magazine is now available in a braille edition.

We welcome good news on any front. In any case, Mrs. Suzanne Ledin found our animal story of the week in the San Francisco *Examiner and Chronicle*:

> SAN CLEMENTE—President Nixon, feeling "as young as 20 years ago," celebrated his 58th birthday yesterday on the beach with his dogs and family.
>
> At 11 a.m., he called 'Timahoe', his Irish setter, and 'Pasha', a Yorkshire terror, to join him for a walk along the sand.

Just so long, we say, as he kept to terror firmer. Meanwhile, there was also, via Bob Considine, ex-President news, from the United Press:

> Ex-President Harry Truman is so far along in his recovery from colitis that he may be able to see Vice President Agnew.

Obviously, fit as a fiddle. Elsewhere, it was a week for Classifieds. Jacqueline Sandret found one in the Washington *Post*:

> **SECRETARY**—For small ofc. Mostly typing and fishing.

Other jobs to fry too, we presume. Our second Classified was found by Rachel Karpen in the Huntington, New York, *Pennysaver*:

> **HANDSOME BACHELOR WANTED FOR MARRIAGE TO FRUGAL** young woman. Object to obtain half-fare family plan honeymoon. Zoom Zoom Travel makes it all possible.

Take my hand, stranger, and we're halfway there.

Remember the rich debutante in *Auntie Mame* or Peter Falk's ex-ex in *Trials of O'Brien*? Well, continuing our continuing story of the do-it-yourself writing trend among Hollywood performers these days, we bring you this week Joanna Barnes, author of *The Deceivers* (Arbor, $6.95). And not the least of our surprises was to learn that Miss Barnes too, like Shirley MacLaine, whom we brought you a couple of weeks ago, has been dated by Henry Kissinger. Evidently it is somewhat difficult to be a Hollywood actress nowadays and not be dated by Mr. Kissinger—or at least not to admit to same.

In any case, we found Miss Barnes dazzling. "But the damn thing is," she explained, as she sat down, "you run out of dazzle.

"Not on the air, of course, you don't," she continued. "It's like a firehorse. When that red light goes on on the camera, you're on too.

"There really is such a thing as performing energy," Miss Barnes told us. "On every late show you may be supposed to be yourself, but you're really acting a part. The show gets to have a life of its own, you know, and you have to fit in. And you have to look your part too—a mini, of course, or, if it's a midi, it's got to be slit way up."

Miss Barnes smiled. "One thing I always do, though," she said, "is use my regular voice—the dumb one, of course."

Besides writing, we understood she also did reviewing. Wasn't that, we wanted to know, carrying the Hollywood trend to extremes?

"Blame Bob Kirsch," she said, "book editor of the Los Angeles *Times*. Don't blame me. But I do—I've even done regular weekly reviewing."

We decided to turn on the "on" light. How, we asked, would she review her own book? Miss Barnes paused only briefly. "Well," she said, "I picked this up thinking it would be another *roman à clef* that is actually a thinly disguised biography of Miss Donald Duck. It turns out instead that it is a well constructed, readable—if it's anything, it's that—suspenseful—I certainly *think* it's suspenseful—exposé of the misuse of power." She paused again, this time making a face. "Oh, I could go on forever," she said. We stopped her. We said she hadn't said anything *bad* about her book. Every review, we told her sternly, had to say *something* bad. "Oh," she said, "bad? Well, it's not the consummate American novel. It's an entertaining story written for the insatiable reader."

We decided to let that pass. We learned that Miss Barnes, whose father was a treasurer of New England Mutual Life Insurance Company, went to Milton Academy and Smith, and made her debut. We also learned, however, that she has small love for the so-called "Society Actress" label. "Today," she told us, "I don't think anyone gives a damn whether you're the daughter of Mrs. Marjorie Meriwether Ding

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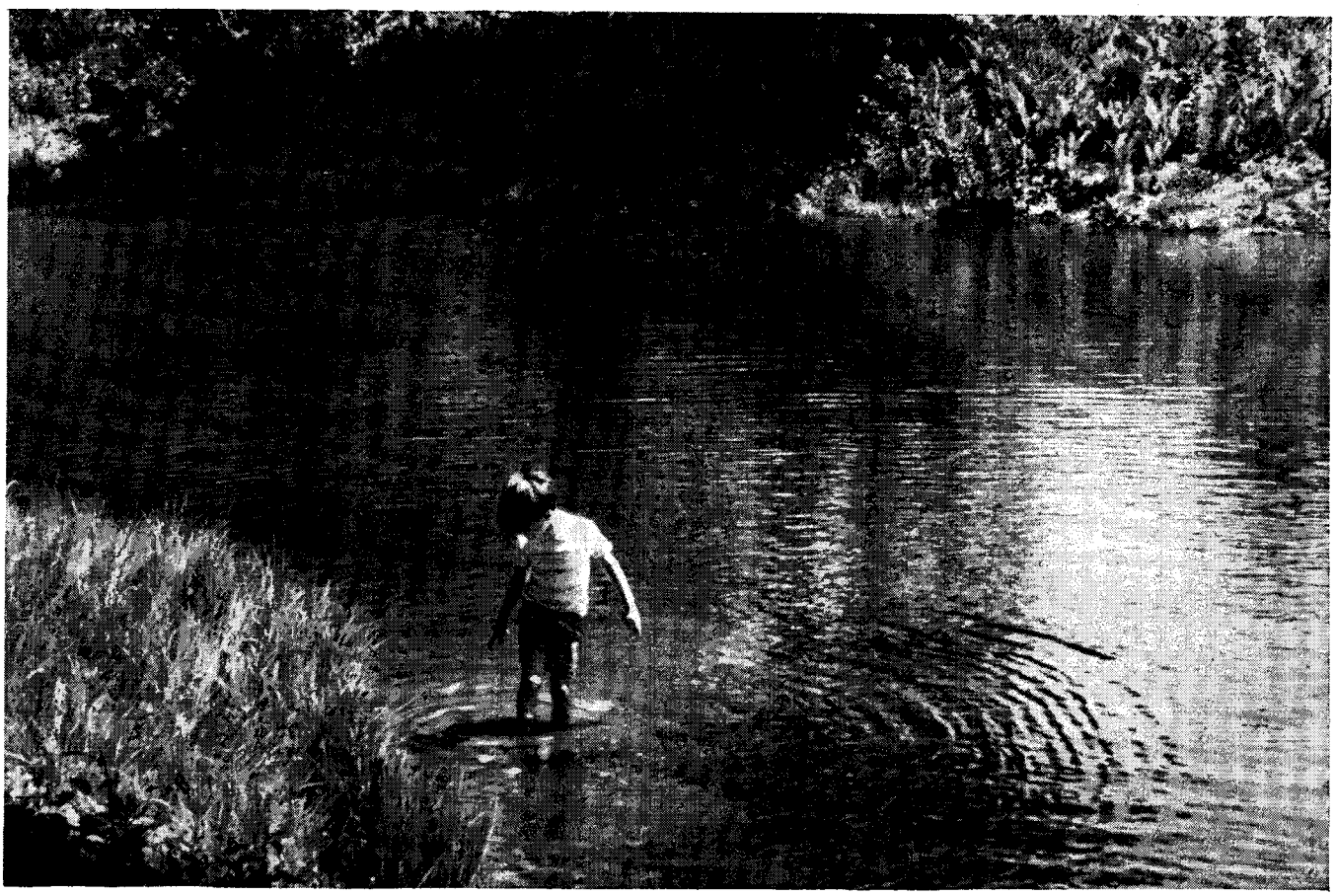

a sense of wonder

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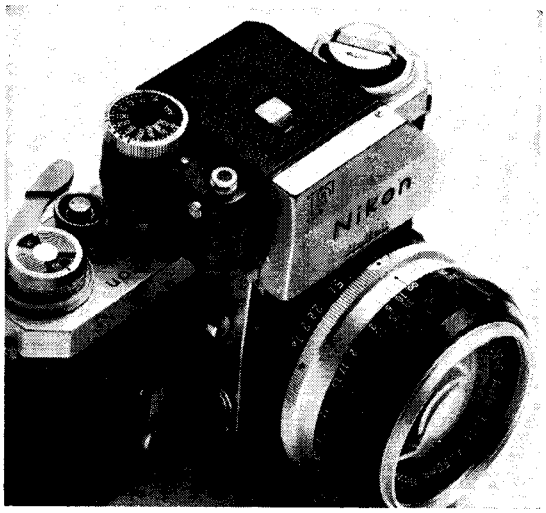

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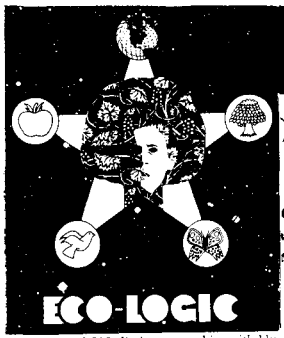

P814. ECO-LOGIC. Red, green, white with blue & purple background. 22" x 28½". *Only* **1.98**

P737. Picasso: DON QUIXOTE. Artists' canvas, silkscreen black on white. 20" x 21". *Special* **2.98**

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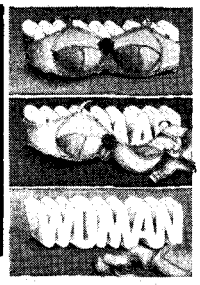
Adolph Hitler 1932

P779. HITLER '70. 1932 "law and order" Hitler quote; dayglo red, white & blue. 21" x 33". *Only* **1.98**



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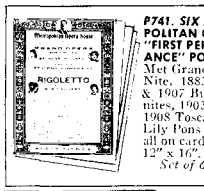

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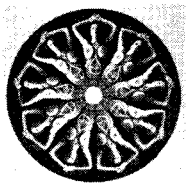

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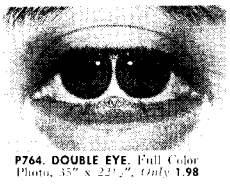

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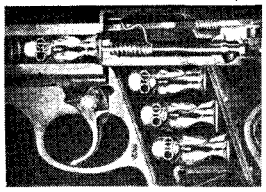

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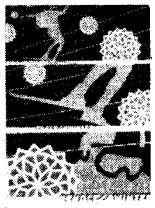

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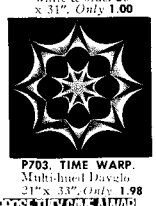

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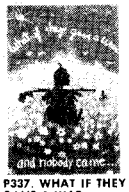

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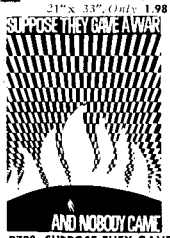

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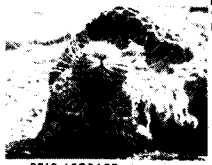

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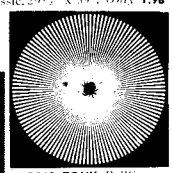

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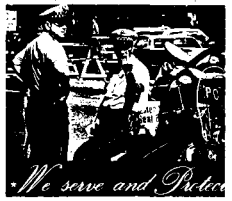

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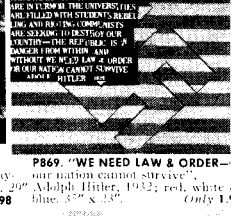
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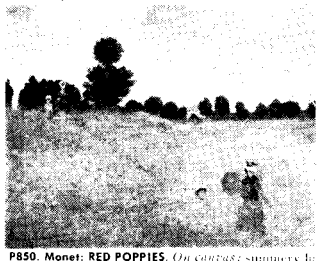

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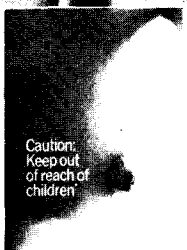

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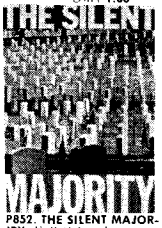

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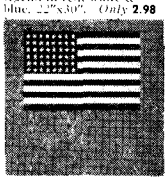

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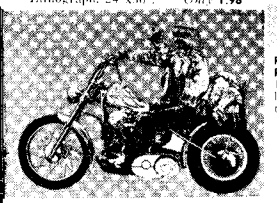

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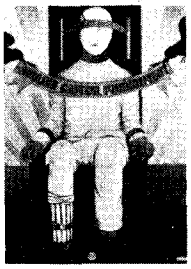

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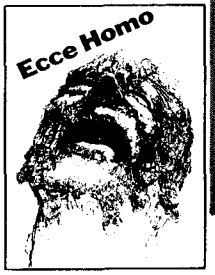

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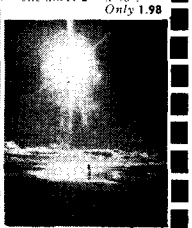

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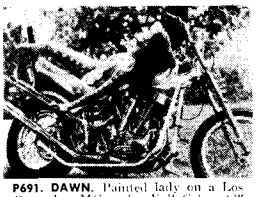

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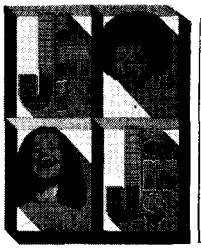

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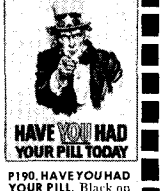

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Dong Day Day, or of a prostitute.

"In the old days," she went on, "the Hollywood nobility could get away with murder. And now they can, too. Only now we have a new kind of nobility. If you're famous or rich enough, you can do anything." Do you have to be rich as well as famous? we asked. "Well," she said, "sometimes the reason you're famous is because you *are* rich."

The reason, we said firmly, is never "because."

She ignored us. "I chose people," she said, "who were essentially so weak that their status was so important to them they had to compromise." She stopped. "But," she added, "the public is an accomplice, you know. They give away too much yardage. Personal scandal today is nothing—it's just ho-hum."

Two things, we also learned, still bug Miss Barnes very much about the rich and famous. One is what she calls "the Sinatra syndrome." "It's that old up-and-down thing," she said. "The public loves to build you up and up and up, and then you suddenly say something they don't like or do something like knock over a photographer, and they say, 'You ungrateful toad, you spoke out of turn,' and you go down, down, down. And then all of a sudden you get *so* low they can feel sorry for you all over again, because now you're the underdog, and then the whole thing starts all over again."

The other bug? "Every year," she said, "everyone has a new word. A few years ago it was 'charisma.' Then it was 'ambience,' then 'communication.' Last year's was 'meaningful relationship.' This year's is 'life-style.' Hate those words," she said. "They come up in every interview."

But, we protested, as we charismatically said goodbye, if we were going to try to communicate with her and learn her life-style *without* ambience, we'd just *have* to establish a meaningful relationship.

She smiled once more. "I'll tell you what I'll do," she said. "I'll give you the number of my answering service."

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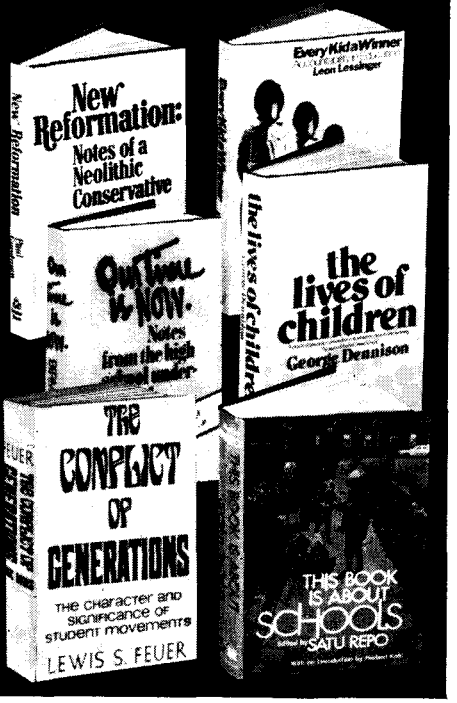
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SR Goes to the Movies

Hollis Alpert

Gems from France

I'M GOING to have to toss that word "masterpiece" around again. We've heard it often enough before. Rex Reed seems to find one worth the accolade every other week. I tend to be more cautious; every two or three years I drag out the word on behalf of a favorite film. Last year I nearly used it for *My Night at Maud's*, a film that impressed me with its literate, witty, and intelligent dialogue, and its spare, clean direction. But I held back because of faint reservations. But now the same director and screenwriter, Eric Rohmer, has overcome my disinclination to employ the term with his new effort, *Claire's Knee*.

It's the kind of film that each viewer should discover and savor for himself. But, all right, it's about a thirty-five-year-old Frenchman (Jean-Claude Brialy) who spends most of a summer on Lake Geneva and encounters a family across the lake that includes two delightful young girls. Staying with the family is an old acquaintance of his, a woman novelist, and she's something of a beauty, too. She's also trying to work out the narrative of her new novel, and her absorption in her literary problems leads her to use the Frenchman as a sort of guinea pig. She tells him that one of the girls, Laura, is in love with him.

Engaged, ready to marry and settle down, the Frenchman, fairly sated with affairs and sexual encounters, is nevertheless intrigued enough to explore the girl's feelings for him. But soon he has a new object to intrigue him: Laura's sister Claire, an extraordinarily pretty little teen-ager, slim, supple, and coltishly involved with her young boyfriend. It is Claire who becomes a curious kind of obsession for the Frenchman. And what obsesses him most about her is her knee. I believe it's her right knee, but it might have been her left, or perhaps both. At any rate, he has this idiotic desire to caress that knee. And, since he is in the habit of discussing matters of this kind with his novelist friend, and since both are frank and have lively minds, the ensuing conversations sparkle with wit, have a tinge of eroticism, and lead to revelations that are surprising, thought-provoking, and, though kept in a subdued key, dramatic.

Rohmer has announced *Claire's Knee* to be the fifth in a series he calls "Six Moral Tales," and he declares all six to be thematically related. There probably is a spine of theme that relates *Maud* to *Claire's Knee*, but the latter stands beautifully by itself. It is distinguished, too, by the mellow color photography of Nestor Almendros. Claire appears to flower and grow lovelier. As she seems to ripen sexually, so does the Frenchman seem to decline in his powers, and, while Claire's nice little knee is not precisely a fetish, nor even a hitherto unnoticed erogenous zone, there is distinctly apparent a poignant contrast between fresh and jaded sexuality.

But there are other nuances to be found in the film, which is fresh and new because of intelligence and subtleties that are more common to the novel than the cinema. The actors are perfect in that they perform perfectly and are cast with precision. Yes, it has to be said: *Claire's Knee* is a masterpiece.

Of rare worth, also, is *Ramparts of Clay*, which could hardly be at a further remove from *Claire's Knee*, a *written* film if there ever was one. *Ramparts of Clay*, on the other hand, appears to have been taken directly from life and, again, at another extreme. For the people of this story live primitive lives in a harsh, primitive environment, the Tunisian village of Chebika. Jean-Louis Bertuccelli had discovered the village while working as a documentary sound engineer. When he found that Jean Duvignaud had written a study of Chebika, the two collaborated.

Filming, however, was done in Algeria. The village population makes its meager living by cutting rock salt. When suddenly their wages are reduced, they stage a sit-down strike and remain sitting among their stones through intervention by an army unit. Meanwhile, a village girl, Rima, revolts against centuries-old customs and runs off. There's little more to the story than that, but for the viewer the film becomes an experience, harshly real and at times almost dream-like, an evocation of strange, remote people in a strange place captured by a documentary lens (there is almost no dialogue)—all the more remarkable in that all of it was enacted by non-professionals, with the exception of two actors. By focusing on a microcosmic society the film succeeds in both affecting us and widening our horizons.

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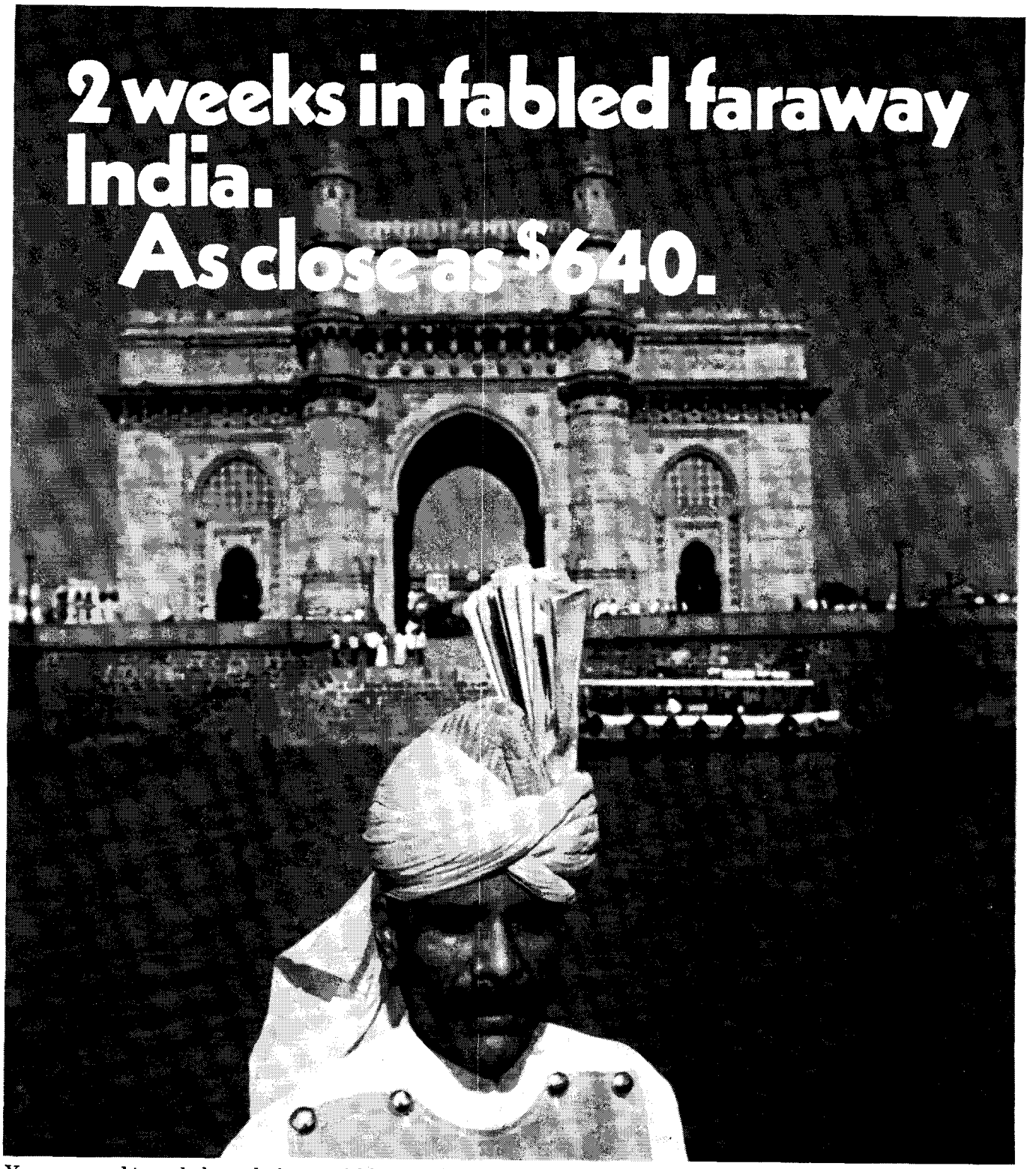

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The Theater

Henry Hewes

Slaughter of the Sophisticated

HARTFORD, CONN.

THE TRIVIALITY and superficiality of much of modern life can, if sufficiently concentrated, strike us as both amusingly absurd and overwhelmingly stifling. Yale Udoff's *A Gun Play*, which was found by the Office of Advanced Drama Research and which has now been given its premiere production by the Hartford Stage Company, sets out with the primary objective of merely distilling these recognizable aspects of the contemporary scene in such a way that we are entertained and at the same time feel a sense of relief when a quiet young man rises to machine-gun down all the phony people around him.

A Gun Play is set in one of those fashionable but uncharming nightclubs with which many American cities abound. It is the epitome of phoniness. As designed by Santo Loquasto, the club itself is a savagely cold montage of metal and plastic. This cool inferno is nervously regulated by a headwaiter named Orlando, who shows people to tables with a discreet little vocal mannerism, as if he had with the greatest difficulty found just the right place for each customer.

Under Orlando's pompous commands, an overworked waiter named Stan half-heartedly carries out all the empty rituals, including the pushing of an inferior wine called "Château Maison" on unknowing customers. Lighting and recorded music are controlled precisely to engineer the entertainment level at Orlando's discretion. Indeed, at one point when the music has stimulated the dancers into a date-swapping orgy on the floor, he restores a little order simply by brightening the lights and fading the music. Similarly, a young man's taking out a machine gun and firing a round of shots into the ceiling is treated as merely an eccentric incident. There is presumably no occurrence that will shake the determined poise of this club. The wine cellar is flooding. The cook has quit and wrecked the kitchen. No matter. A slight inconvenience. When a customer asks how long it will take before his dinner will be served, all Orlando will say is "*Slightly* longer than usual."

Nothing is too good or too bad for the customer. If someone doesn't like what he is served, it is obligingly whisked away. But it is not thrown out. Rather it is simply pushed off onto another diner. For sophisticated entertainment, the guests are shown a collection of old horror films spiced with a dash of concentration-camp footage. Clearly, this club dispenses pseudo pleasures to affluent America's pseudo people. Even the play's climax is represented as unreal; just before the holocaust, there is a marvelous moment in which one of the guests faces the threatening gunman with her camera in an ironic shoot-out. Not until she clicks her lens does he respond by pulling his trigger.

Paul Weidner has directed the play most astutely, never letting the trivial characters become too obvious demonstrators of their own corruption, and at the same time never permitting enough genuine response to evoke our sympathy for them.

Henry Thomas is brilliantly insidious as Orlando. David O. Petersen is amusingly woebegone as the unfortunate Stan. And of the customers, Charlotte Moore is delicious as a self-centered model who quite refreshingly pushes her stuffy boyfriend off his chair when he complains about the club but who later demonstrates her essential shallowness by seductively teasing the gunman and then repulsing the hand he stretches out to her. Ted Graeber plays the gunman with an ominous, Pinterish calm, which is the way that Udoff has written the role.

Perhaps because the play lasts only ninety minutes, we find ourselves not questioning it as much as we might if it were a longer work. Then we might have insisted that the dialogue be consistently incisive and poetic rather than just accurate and typical. We might have asked to be more deeply affected by the gunman's berserk act by seeing it as the reprisal of a man made desperate by his inability to join the going society. And we might have felt a disappointment that the implicit criticism of America's gun laws is negated by the poetic justice of a callous society's abrupt destruction. But as it stands, it is a neat dramatic concept performed with relish by one of the best resident theater companies in the country.

TALLAHASSEE, FLA.

As part of the fourth Florida State University Arts Festival, FSU's enterprising theater department offered the

(*Continued on page 38*)

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PAINTING ON LEFT: METROPOLITAN MUSEUM OF ART, NEW YORK. PAINTING ON RIGHT: KUNSTMUSEUM, BASEL, SWITZERLAND.

Good Art?

Bad Art?

What would your judgment be?

Here are two paintings, both of the same subject, and both discussed in the first portfolio of the Metropolitan Museum Seminars in Art program.

The one at the left, Pierre Cot's *The Storm*, was held in the highest critical esteem in the 1880s. Today it would be dismissed by most critics as mawkishly sentimental.

The painting on the right, Oskar Kokoschka's *The Tempest*, was damned as degenerate in the early part of this century. Now it is considered to be one of the finest examples of expressionist art.

If you were unexpectedly asked to judge these paintings, could you express a well-reasoned opinion about them? Or would you be tongue-tied, unwilling to say anything because you're afraid you do not know enough?

A surprising number of otherwise cultivated persons have a blind spot so far as painting is concerned. Visiting a museum, they may stand before a respected work of art and see nothing but its surface aspects. It was to help such people that New York's Metropolitan Museum of Art and John Canaday, art critic of *The New York Times*, created Art Seminars in the Home, a unique program of assisted self-education in art appreciation.

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Two Cheers for Technology

"The philosophy of retreat to a simpler era may have had some validity 200 years ago when Rousseau was celebrating the virtues of Cro-Magnon man, but too much water has gone through the turbines."

by STUART CHASE

In contemplating the sorry state of the world today, some observers such as the distinguished philosopher and theologian Jacques Ellul, have come to believe that our troubles are due primarily to science and technology. Man, they imply, should never have begun the exploration of the laws governing the material universe. Once formulated, these laws, proceeding on a momentum of their own, will imprison him. "Enclosed within his artificial creation," says Ellul, "man finds that there is no exit, that he cannot pierce the shell of technology to find again the ancient milieu to which he was adapted for hundreds of thousands of years." This would seem to indicate that we did better in the Stone Age.

The Nobel Prize physicist Max Born comes close to agreeing with this view. "I am haunted by the idea," he declares, "that the break in human civilization caused by the discovery of the scientific method may be irreparable."

The philosophy of retreat to a simpler era may have had some validity 200 years ago when Rousseau was celebrating the virtues of Cro-Magnon man, but too much water has gone through the turbines. The growth curves of science and technology have profoundly changed the cultural habits of the West and have made deep inroads on the East—witness Japan.

I believe that the way to come to terms with technology today is, first, to understand it and, then, to encourage its good effects on the human condition and at the same time try to discourage its bad effects. I cannot follow the mystique that technology has laws of its own, over and beyond human intervention.

Is it possible to conceive of a civilized society in the 1970s without electric power, motor vehicles, railroads, airplanes, telephones, television, elevators, flush toilets, central heating, air-conditioning, antibiotics, vaccines, and antiseptics?

Before going any further, it is clear that two definitions are in order. What is meant by the "human condition"? What is meant by "technology," and what is its relation to "science"?

The "human condition" may be defined as a measure of the extent to which the potential for living is realized under the limitations of the inborn genes and of the environment of the Earth. Full potential means adequate food, shelter, clothing, education, and health care, plus useful and creative work and leisure for every normal baby born. The slums of Calcutta or Rio, the ghettos of the West, represent a potential close to zero.

Alone, the word "technology" implies only a special learned skill beyond intuitive common sense; hydraulic engineers, for instance, can make water run uphill. We must descend the semantic abstraction ladder and ask: Technology for what? For manufacturing a jumbo jet? A MIRV multiple warhead? A contraceptive pill? An electric razor? For engineering a trip to the moon? For what?

Many people, including a large number of today's college students, confuse technology with science. "There is a growing feeling in Washington," says *New York Times* science editor Walter Sullivan, "that efforts to explain science to the young have failed."

"Science," or perhaps better "*pure* science," discovers laws of nature and lately some laws of human nature. There is no ulterior motive in the pursuit of pure science beyond what Veblen once called "idle curiosity." Einstein was consumed with it. He wanted to know the relation between energy and matter; he wanted to know how the theory of relativity could be linked to the quantum theory.

When a scientific law is established so that all competent observers agree on its validity, then, in many cases, it may be applied to the satisfaction of various human desires and needs and thus become applied science, or technology. The pure science of $E=MC^2$ was applied to the construction of the first atomic bomb—a technological triumph of dubious benefit to the human condition, except perhaps as a warning. However, such knowledge can be applied to the desalting of sea water—a technological triumph of great utility, as deserts are transformed into gardens. To condemn technology *in toto*

STUART CHASE, a frequent contributor to *SR*, is the author of numerous books, including *Men and Machines*, *The Economy of Abundance*, and *The Most Probable World*.

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is to forget the gardens, while to idealize technology is to forget Hiroshima.

The transformation of pure science into applied is strikingly illustrated by Raymond Fosdick, sometime head of the Rockefeller Foundation, as he tells in his book *Chronicle of a Generation* of the 184-inch cyclotron financed by the foundation in 1940 for the University of California:

> No one foresaw that this instrument would lead to an atomic bomb or any other kind of military weapon. The only motivation behind our assistance was to extend the boundaries of knowledge, to stimulate the search for truth, in the belief that there is no darkness but ignorance.

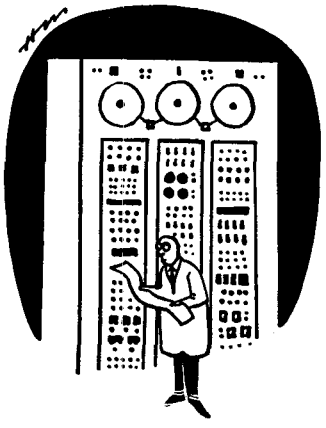
Consider some of the more notorious and pervading modern technologies. Which of them appear to improve the human condition as defined and which degrade it? What is the outlook for increasing the assets and reducing, if not eliminating, the liabilities? To toss the whole complex into the discard is to rule out not only all high-energy societies but the way the human mind works, or at least the way many minds work. Some men want to know *why*—and are off on the course pioneered by Galileo, Darwin, and Faraday, in pursuit of pure science. Soon, Edison, Backeland, and Ford are applying the knowledge gained. Is there any way to halt idle curiosity? Can we find a method short of extermination to prevent Homo sapiens—the creature who thinks—from trying to put dependable knowledge to work?

The necessity for caution in evaluation is apparent in the case of the internal combustion engine—probably the most popular piece of technology ever invented. The automobile has markedly improved the human condition by providing greater mobility and convenience, while degrading it with air pollution. How long before the liabilities overwhelm the assets? Even if the technicians devise a pollution-free engine, the miseries and tragedies of highway accidents and traffic jams remain, indeed expand with population and affluence.

Where does the balance of a given technology lie now? Where will it be a decade hence? How does the balance shift from area to area—high-energy cultures, low-energy cultures, big city, open country? Under intensive analysis, the balance shifts with time, and with place, for nearly every item under consideration.

There are three major threats to mankind today, all due primarily to technology: 1) the arms race in nuclear weapons, which, if continued, can only end in World War III; 2) the accelerating destruction of the environment; and 3) the population explosion. For easy reference, I once called these threats "bombs, bulldozers, and babies." The effect of technology is obvious enough in the first two, but the third requires a moment's thought. Modern medicine in its control of epidemics, for instance, has enormously reduced death rates all over the world, in low-energy societies as well as high. Birth control, however, has not kept pace with death control, and through the widening gap population pours. At the present rate of growth, there will be twice as many people in the world by the year 2000. But again we must be careful of an "all good" or "all bad" evaluation. Modern medicine in one sense is a great boon, but death control without a compensating birth control is the unquestioned reason for the population explosion that is rapidly becoming a menace to the human condition.

Again, nuclear weapons, by a curious logical paradox, could conceivably become mankind's greatest asset. Robert Oppenheimer once called the atomic bomb "a great peril and a great hope," by which he meant that it made large-scale wars unwinnable—an exercise in mutual suicide. But as diplomacy now stands, the arms race is more of a liability than an asset—particularly when biological and chemical weapons are brought into the equation. I am unaware of anything that can be said in favor of these despicable technologies.



The destruction of the environment, which is now on an exponential curve, also seems to be an unmitigated liability to the human condition. There is, however, a small offset. Many of the destructive forces cross national boundaries—industrial smog, oil spills, fallout, pollution of rivers that flow through two or more sovereign states. Only international cooperation can cope with these disasters, and so the demand for a stronger world organization is increased.

Bombs, bulldozers, and babies may be the major threats to the human condition today, but they are by no means the only ones for which technology is responsible. Noise pollution, for instance, is an extension of air pollution. Anyone living near a jetport—or even trying to do so—suffers, as does anyone whose home is near a highway infested with heavy-duty trucks. The decibel count goes steadily up in high-energy societies, and more and more people suffer from defective hearing. But we really haven't heard anything yet. Wait until the SSTs smash their fifty-mile corridors of sonic boom from coast to coast, along with smashed windows, crockery, and nervous systems.

As agriculture is mechanized by the automated cotton picker and other labor-saving devices, displaced farm workers—black, brown, yellow, and white—lose their livelihoods and descend on the cities, where the ghettos, already overburdened, try to accommodate them. See Harlem in New York, "La Perla" in San Juan, the vast shacktowns of Caracas—see them and weep for the human condition.

As the sharecroppers move in—at least in America—the middle class

(*Continued on page* 76)

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Saturday Review

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The Changing Mood of Youth

Anyone who doubts that fundamental changes can come about swiftly ought to visit the American college campus today. Only nine months ago, the dominant mood—certainly the most visible one—was militant and volatile. Hostility was directed not just at the national government because of Vietnam and the new extension of the fighting to Cambodia but at established authority in general, including college faculty, parents, and employers. The bunching together of key events—the Cambodian invasion and the killings at Kent State and Jackson—had touched off a severe and far-reaching wave of student protest. The thousands of American youths who converged on Washington on May 9, 1970, had succeeded in doing more than registering their opposition to the war in Indochina. They had served notice that they were on their way to becoming the most potent political force in the nation.

Today a strange quiet hangs over the American campus. From Berkeley to Cambridge, the evidence is strong and clear that the students are turning their principal energies into their education. Faculty members everywhere bear witness to the restored luster of the classroom. They find it difficult to recall a time when teaching was as rewarding or productive as it is now. They report that the spirit of contentiousness and contempt has been replaced by a serious regard for the purposes of formal education.

Have young people given up politics? At the college campuses we visited recently, it seemed apparent that the interest in foreign and domestic problems is still strong; what has changed is the approach to those problems. The glamour has gone out of extremism. Groups such as Students for a Democratic Society have been badly fragmented. The line of argument that only a year ago seemed so persuasive—that the only way to change society is to demolish it—no longer scores points in student debate. A reaction has set in against mindless violence.

So far, there appears to be no plan for the kind of political activity that captured the national attention when the kids put Senator Eugene McCarthy into serious contention in the Presidential primary campaign of 1968. There is relatively little talk today about 1972. On those occasions when politics are discussed, the name that keeps coming up is John V. Lindsay. He is one of the few national figures who still excite curiosity and enthusiasm. The name of Edmund Muskie commands considerable respect, but students say they are waiting to find out more about the Senator's position on Vietnam. It is precisely on the Vietnam issue that Senator Frank Church, Senator George McGovern, and Senator Mark Hatfield enjoy high standing. There is not yet in evidence, however, the kind of blazing advocacy that might lead to an organized campaign with thousands of young people ringing doorbells for a political hero. The students right now are not in a mood for extolling heroes—at least not of the political variety. The one who now comes closest to being a national hero for them is Buckminster Fuller, who speaks to their natural longing for a compassionate society in which technological possibilities are intelligently developed for the human good.

The high regard for Bucky Fuller, now seventy-six, offers proof that the so-called generation gap is less a matter of chronology than of philosophy. The good will that radiates from Fuller, his enthusiasm for new directions and new options, his capacity for liberating the human imagination from earthbound concepts and for projecting men into a new relationship with the universe—all this has kindled the minds of young people. More significantly, the affection of students for Bucky Fuller offers the strongest possible evidence that the present generation of American youth, despite its apparent mood of withdrawal, is responsive to the kinds of values that give affirmative energy to a society. The term nihilism has frequently been applied to the philosophical bent of young people. Whatever the validity of such a characterization a year or so ago, it is wide of the mark today.

It would be tragic, however, if the outlook and ideas of college youth last year were to be dismissed as nothing more than a bad dream. For underneath the explosiveness was a genuine and essential dissatisfaction with a world that mistook action for wisdom and that made people less important than what people made. Vietnam was significant in its own terms, but it was even more significant in terms of its historic implications. War in an age of total force is not merely dangerous; it is a sign of stark incompetence at a time when the deepest knowledge and respect for human destiny are the greatest needs on earth. Basically, therefore, what young people were saying to us is that we are guilty of philosophical and moral failure. They are still saying it today. If we failed to hear the message a year ago because of the random thunder and lightning that accompanied it, we ought not fail to hear it now because of the quietude.

In any event, the main question today is not—any more than it was yesterday—the condition of our youth. The main question is whether the men at the controls know how to operate the controls. The problem for everyone, regardless of age, is whether we are sensitive enough to know what is happening to our world, and whether we are intelligent enough to survive.

—N.C.

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Letters to the Editor

"A Psycho-biological View"

RE: "The Biology of Behavior" by Roger J. Williams [*SR*, Jan. 30].

I submit that Dr. Williams has fabricated a gap between biology and psychology, whereas in actuality none exists. It would seem that Williams has received his information from secondhand sources and has not been in direct contact with the subject.

Furthermore, not only is there no gap between biology and psychology, but students are being made well aware of the interaction that does exist between these two sciences. . . . In the area of intelligence, the question in psychology has never been heredity or environment, but rather what proportion of each. One wonders how Williams has missed the widely publicized work of psychologist Arthur Jensen in this area.

When Dr. Williams speaks about "the benefits of knowing one's self," it comes across as if the work of Abraham Maslow, Carl Rogers, and countless others didn't exist.

Perhaps the capstone to the absurdity of the entire article is the inconsistency found in Williams's conclusion. He first states that "if biology had not been banished from behavioral science, and if students and other intellectuals were well aware of the biological roots of their existence, it would be taken for granted that conformity is not a rule of life." Then, just two short paragraphs later, he states that "human beings are not carbon copies of one another. Students and others who are in revolt have found this out." How this very sudden insight on the part of the students came about is not explained. The only hypothesis offered is that perhaps the students are pleading for a recognition of inherited individuality "without fully recognizing it."

I'd like to suggest an alternative hypothesis. Since about 1959, due to the work of J. P. Guilford, Jerome Bruner, and other psychologists, there has been a great deal of emphasis placed in education on the development of the whole child in terms of individual differences. Apparently, this education has paid off, for, as Williams has pointed out, students have indeed found out that human beings are not carbon copies of one another.

The Establishment, on the other hand, which received its education under different conditions, definitely does not appear to view non-conformity too highly. The best conclusion that I can draw from all of this is that there is an urgent need for the members of the Establishment to take an adult education course in "Individual Differences—A Psycho-biological View."

At the risk of destroying twenty-five years of study on Williams's part, I would also like to suggest an approach that "will make it scientifically possible to prevent [alcoholism] completely." This approach would call for absolutely no consumption of alcoholic beverages on the part of the individual. Moslems, among others, find this method to be 100 per cent successful in the prevention of alcoholism.

J. VINCENT PETERSON, PH.D.,
Assistant Professor of Education,
Indiana University at South Bend,
South Bend, Ind.

Reverse Discrimination?

RE: R. Peter Straus's article "Is the State Department Color-blind?" [*SR*, Jan. 2].

Mr. Straus has some telling points to make on the lack of high-level black diplomats in the U.S. diplomatic establishment; however, there are some considerations Straus either overlooked or is unaware of. The thrust of his criticism is directed at the lack of black ambassadors in our diplomatic missions and, I gather, the lack of black political appointees to diplomatic posts. As a professional Foreign Service officer, I too believe it is possible to find a representative number of qualified black nominees to fill these diplomatic posts, but I do not believe they should be filled at the expense of the professional Foreign Service. A glance at the diplomatic posts filled by professionals reveals that the bulk of them traditionally are in geographic areas and countries where the professional can cope with the financial burdens of his assignment strictly within his professional salary and allowances. This means that most professional ambassadors serve in developing countries, such as most of the African countries, or in areas requiring unique, specialized knowledge or experience, such as in Eastern Europe. To award such posts to candidates merely because of their race seems to me a discrimination against the professional diplomats who have struggled to reach these pinnacles of career service.

Perhaps a case can be made for more black political appointments in Western Europe or elsewhere if the properly qualified nominees who have the right domestic political orientation, the necessary personal finances, or the necessary professional qualifications can be found in sufficient numbers to justify their appointment over professionals. Otherwise, the State Department will be guilty of reverse discrimination against its own professionals merely to realize a certain percentage or number of black Americans commensurate with their numbers in the United States.

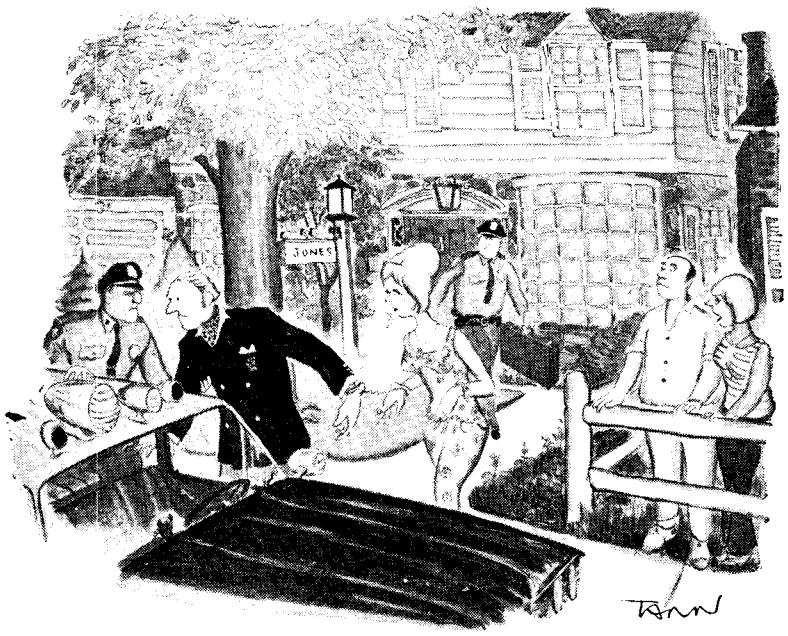
One final point: Straus should realize that the State Department's professional Foreign Service recruiting program is designed to secure candidates who possess the qualifications for eventual executive leadership in all areas of diplomatic and consular responsibilities. Therefore, although "Senior-level diplomacy has little—or nothing—to do with the consular skills and protocol techniques," the regular Foreign Service examinations are not "skewed" toward these skills, as anyone will testify who has taken the examinations.

WILLIAM E. RAU,
Izmir, Turkey.

Ozarkiana

I SHALL always be grateful to Martha Lou Stohlman for pointing out in "Appellations" [PHOENIX NEST, Jan. 23] that my Ozarkian custom-made name is an asset rather than the liability I had always imagined. For forty-five years I have put up with the jibes, the ribbing, and the just plain disbelief of my friends and acquaintances with much the same reaction as that of the "boy named Sue." Now that I know its singularity is of such value, I shall look upon this bit of Ozark creativity not only as a unique contribution to me personally but as a piece of true Americana as well. (And so will my brother Oman, my cousins Noveta and Marzell, and my friend Bithel.)

ARZELL L. BALL,
Superintendent of Schools,
Shawnee Mission, Kan.



"Now will you stop trying to keep up with the Joneses?"

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Phoenix Nest

Edited by Martin Levin

Maine Grandmother

FROM *The Rockport Cook Book*, Rockport, Maine, 1898:

> *"Dressing for Black Silk—One ounce ammonia, one ounce Bay Rum, one-fourth ounce saltpetre, one quart rain water. Put dressing on right side, iron on wrong side while damp."*

My Grandmother, I knew her not;
Yet, in my dreams I meet her,
Fragrant in Black Silk, Bay Rum,
Ammonia, saltpetre;
Softened by the soothing touch
Of Hancock County rain,
Ironed on the wrong side, damp,
Black silk revives in Maine.

—FRANCIS W. HATCH.

Soon Ripe, Soon Rotten

SO YOU'RE going to the West Indies.

I feel that it is my duty, since I possess the boon of Thomas Tryon's *Friendly Advice to the Gentleman-Planters of the East and West Indies*, to issue a few words of warning.

Tryon was a doctor. He lived in the seventeenth century. "Soon ripe," he says they used to say in those days, "soon rotten." It is true, he admits, that Northerners who come to the tropics die off rather dishearteningly, but he insists that it is not because of the tropics—it is because of intemperance.

"If a man *will* turn the top of his candle downwards, and extinguish it by excess of Tallow, how unjustly does such an one blame the Winds for putting out its light?"

Use your heads, then, he says. Lay off meat and fish or you will have "Feavers and Flures." Don't stuff yourself even with fruits, herbs, and roots.

Drink alcoholic beverages sparingly or not at all, "for in hot Climates, the natural or central Heat being not so strong, by reason of the forcible Influences of the Sun, powerfully exhaling the Radical Moisture, opening the Pores, and too violently evaporating the Spirits, the Stomach and the Digestive Faculty, thereby becomes weak and the inclination to drinking is increased. . . . Therefore most of those, that in such [northern] places accustom themselves to the use of those strong, spirituous fiery Drinks, and the common course of gourmandizing on Flesh and Fish, become very obnoxious to the Dry Belly-Ake, or Griping of the Guts, Dropsies and the Gout." Gout, "that rich evil," is nothing more than the "Mass of Crudities and Noxious Juices" created by overeating and drinking, falling into the "Joynts, infeebling and tormenting them."

Tryon damned the "Tippling of that Pernicious Drink called Punch" in these well-chosen words: " . . . the central Heat and *Humor Radicalis* being wasted by such unfit Drinks . . . , is turned into a flux of Humors, both windy and watery, which swells the lower part of the Body; this is the generation of your Dropsies."

Persons withering away under consumptions are merely passing out under an ever increasing load of undigested aliments. It takes other forms; for instance, "for want of Heat and Moisture . . . what the learned call the Illiacal Passion, and the Vulgar, The Plague in the Guts, for which most cruel disease there is scarce a Doctor that hath yet found out a certain Remedy."

Therefore, Tryon's advice is to eat and drink as the islanders do. [If you find any islanders who eat and drink as he says, please let me know.] Eat at regular times—"about Eight or Nine a Clock in the Morning, and again at Four or Five i' th' Afternoon." You should not eat at noon, for the sun "draws forth, exhales and weakens the body heats. . . .

"Rest from Eleaven a Clock till Two in the Afternoon." You will get more done this way than will those who keep going doggedly through the heat of the day.

No violent exercise.

Whey is fine for "such as are subject to windy diseases; it powerfully carries the windy matter . . and causes it to pass away freely, *in fumo*."

Sweets will give you "Mangie, Scorbutick Humors, Akeing Loyns, feeble Joynts and rotten and decayed Teeth and Gumes."

If you stay clear of "Taverns and Alehouses (those places of debauchery where the spirits of Evil lurk)," you will have a much easier time of it by not being tempted to excesses.

Above all, don't drink spirituous liquors between meals and, in general, live on "clean, innocent foods."

This brings up the question of what you will find in the way of food. Well, for instance, there are:

"*Pineapples*: Pineapples moderate, cool, comfort, and refresh the spirits, cleanse the passages, remove obstructions that fur the pipes, and also purge away and help digest all slimy and sharp Juices that offend Nature, being light of Concoction [i.e., easily digested or assimilated], and if eaten full ripe on an empty stomach, it powerfully purgeth. . . .

"This is a fruit highly dignified with Coelestial Energy, being under the Sun and Venus, in the Sign Leo."

"*Plantains*: . . . afford nourishment of a middle nature, but not so quick nor brisk on the Pallate and Stomach, nor so easy of Concoction as Pines, because . . . the four Qualities or Tastes are not so equalized, yet it must be acknowledged a good and wholsom fruit. . . . "

Neither pineapple nor plantain is "good being any way prepared by Art . . . Nature (the Art of God)" having "already cook't it to sublimest Perfection . . . provided you let them alone long enough, *viz.*, till they are full Ripe and all alteration then is for the worse. . . . *But the women must be doing something, though it be mischief, as Mother Eve has given them an Example.*" They "make Tarts with them, and compound them with several Ingredients which is not commendable."

"*Bonnanoes*: It is a fruit much the nature with Plantains, but somewhat sweeter, or more Venereal [Please; don't lose your cool here; "Venereal" simply means "under the zodiacal sign of Venus"], and easier of Concoction. . . . " When not fully ripe, or "ripened off the trees, as is the general custom, . . . the Astringent, Bitter and Sour Qualities do too violently predominate, and all such things must therefore prove hurtful to the Body; whereas when full ripe, the sweet balsamick and pure spirituous Qualities do tincture the Saturnine and Martial Properties, and as it were captivate their poysonous fierce hot Natures, that they can scarce be felt or tasted, the powers and vertues of Sol and Venus being become more strong."

"*Limes*": Pretty bad stuff: " . . . our English, and others, that use these juices in their voyages . . . are sorely vexed by many Diseases (Gripes, Collicks, Illiacal Passions, and cruel Belly-Akes) which they contract (though they little think it) from their *Punch-Bowls* rather than the disagreeableness of the Climate."

Oh, well, why go on? I hope you begin to see.

Have a good time on your trip, but be careful, for heaven's sake.

—LONZO ANDERSON.

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How the "Mandate from Heaven" Was Wrested from Chiang

by O. EDMUND CLUBB

STILWELL AND THE AMERICAN EXPERIENCE IN CHINA, 1911-45

by Barbara W. Tuchman

Macmillan, 621 pp., $10

In early 1944, when General Joseph W. Stilwell was waging his second Burma campaign, an American military journal predicted that "someday when the war is only a filthy memory the whole story of Stilwell will be told, the epic of an unpretentious man who went forth sword in hand and slew the dragons of adversity in their dens." Barbara Tuchman has now told that complex story in an admirably structured work that is excellent as narrative and fascinating as history.

The Stilwell episode was the genesis of the controversial "China question" that became so prominent a feature of the American postwar political scene. The artful demagogic war cry "Who lost China?" substantially helped the Republicans to win the 1952 Presidential election. But the American public was never given the true answer. The Tuchman book consequently is of major importance for the reappraisal, now become essential, of our China policy—and of our Asia policy as a whole.

Mrs. Tuchman's conclusions are solidly based. In researching her subject, she delved first and foremost into the voluminous Stilwell diaries. Her account is peppered with colorful quotes and illuminated by revealing historical data obtained from that source. She also pored over the papers of President Franklin D. Roosevelt, Harry Hopkins, Henry L. Stimson, and others. She explored the official record as set forth by both the Office of Military History and the State Department. In addition, she interviewed knowledgeable people halfway round the world. From that massive effort, imbedded in an account of Sino-American relations from the 1911 revolution to the end of the republican period, emerges a meticulous portrait of Stilwell. One sees a rugged, individualistic figure, a man of strictest intellectual honesty, stout-hearted, hard-working and hard-driving. "Vinegar Joe" was scornful of hypocrisy and fraud, and intolerant to a fault of those whom he deemed stuffed shirts. In official contacts he was frequently caustic, and he vented his spleen further in his diary. He was in due course to be charged with lack of diplomacy—though he was not a career diplomat but a soldier, and in that capacity he excelled.

Stilwell's experience with the country of his destiny began with a short visit to China in November 1911, a month after the Chinese revolution broke out. A series of subsequent assignments there, as Army language student, battalion commander in the U.S. 15th Infantry at Tientsin, and military attaché to the American Embassy, finally qualified him as an "old China hand."

This last assignment was during the 1930s, when Japan was working out its plan to create a mainland empire. The translation into action of its version of Manifest Destiny brought Japan to war first with China and then, in December 1941, with America, Britain, and the Netherlands. By force of circumstances, the United States and China became allies. There was established a China-Burma-India (CBI) Theater, with Chiang Kai-shek supreme commander for China. Chiang asked that a high-ranking American officer be assigned as chief of his Allied staff,

O. EDMUND CLUBB, a retired Foreign Service officer, is the author of *Twentieth Century China*.

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remarking that the appointee need not be a Far Eastern expert; it might even be disadvantageous, he suggested, to have a man whose experience had been with the old warlord armies. "The implication of Chiang's message was obvious," notes Mrs. Tuchman. "What he wanted was someone amenable, of imposing rank and influence at home, and not so knowledgeable as to be critical of Chinese requisitions. . . ."

He got the experienced Stilwell, who indeed went to China as Chiang's chief of staff, but also as commander of U.S. forces in the CBI Theater, charged with the supervision of American Lend-Lease aid to China—a matter of prime concern to Generalissimo Chiang. In this complex role Stilwell had the unstinting support of Chief of Staff George C. Marshall, and he took up his duties with assurances from Secretary of War Stimson that Chiang Kai-shek was prepared to put part of the Nationalist Army under American command.

The crucial part of the Stilwell career begins here. Mrs. Tuchman makes the important point that the Sino-American alliance was idealized in the United States from the start. The nation nursed something of a guilt complex for having acquiesced in the Japanese takeover of Germany's rights in Shantung at the Versailles peace conference, and for a variety of other self-imputed sins; "America wore China like an albatross around her neck. . . ." The public had earlier been given a distorted picture of China's "gallant resistance" against Japan, and it was assumed that now, with American advice and arms, the Chinese would perform even more prodigious feats of valor. There was a personal element involved: Roosevelt early became committed to the policy of raising China to the rank of a great power.

A critical factor in the equation was the Anglo-American strategy, which accorded first priority to the European war theater in terms of both supplies and manpower. Stilwell's mission was to mobilize China's strength so that Chinese armies could play the major role in the ground fighting against Japanese troops on the Asian mainland. His original plan projected the training and equipment of ninety Chinese divisions for that purpose, but it also contemplated a thoroughgoing reorganization of the ineffective Nationalist command structure at the same time.

The author shows Chiang's régime as all too willing to assume great-power status—and prerogatives. It was prepared to accept—nay, demand—ever-increasing quantities of American armaments and dollars. But Chiang opposed any program that would have altered the political character of his army, and resisted committing Chinese forces to final American command. He proposed to let others defeat Japan, the while he would hoard his resources for the "inevitable" later struggle with domestic enemies and particularly with the Communists. The American and Chinese purposes were basically incompatible—a situation that could be described by the Chinese saying "In the same bed, but with different dreams."

Mrs. Tuchman's work depicts the dogged determination with which Stilwell undertook to achieve the near-impossible. He assumed that Chiang could be bent to the American will through the exercise of the leverage of our Lend-Lease aid. Marshall strongly supported him, but Washington, and particularly Roosevelt, were committed to the concept that the United States could not properly force a "friendly" state to do things against its sovereign will. Even though Chiang's every interest dictated that he remain on the winning side, Washington remained apprehensive that he just might carry out his oft-repeated threat to surrender to the Japanese. The ultimate leverage was never applied.

A medley of frequently clashing personalities thronged the stage: British officials concerned with the future of India and the recovery of lost parts of Britain's Asian empire; Chinese politicians like Chiang's brother-in-law, T. V. Soong; military men like War Minister Ho Ying-ch'in; Mme. Chiang; and the Americans—Claire L. Chennault of "Flying Tiger" fame, Major General Patrick J. Hurley, *et al.*

The situation favored the politicking of Chennault, a man "unhampered by ideology" but fanatical in his belief in the efficacy of air power. With his volunteer Flying Tigers converted into the U.S. 14th Air Force, he first fought Stilwell for allocation of the limited tonnage flown perilously over "the Hump" (of the Himalayas) into China, and then sold Chiang Kai-shek on his proposal to wage the war against Japan the easy way, by air—with American planes, of course. And finally Roosevelt himself was won over to Chennault's proposition that he could bring Japan to its knees with a handful of modern fighters and bombers.

—U.S. Army

Chiang Kai-shek with General Joseph W. Stilwell in April 1942—"complex role."

The conflicts were clearly brought out in the first and second Burma campaigns waged in 1942 and 1944 under Stilwell's personal generalship. Mrs. Tuchman treats both in fine detail, and draws the essential lessons from those important engagements. In the first campaign, which Stilwell and his Chinese troops lost, Chiang Kai-shek had made categorical commitments to Stilwell only to cancel them in confidential orders to the concerned Chinese commanders. But Stilwell persisted, despite major obstacles, in preparing for a comeback, and waged a grueling second campaign that destroyed the Japanese position in Burma. He had proved his point: properly trained, equipped, and led, Chinese troops could fight and win battles against a great power's modern army. But even as the campaign was in progress, the Japanese launched a broad offensive through central China that overran the Nationalist positions, as well as Chennault's airfields. The airman had been proved wrong. And "Free China" faced crisis at home.

In view of that critical situation President Roosevelt recommended to Chiang the appointment of Stilwell to command all Chinese and American military forces in China. Roosevelt's message envisaged the use of Chinese Communist as well as Nationalist forces. It was immediately apparent that implementation of the proposal would have meant a fundamental political reorientation of the Nationalist power structure. The hour of decision regarding Stilwell's role in China had come. Mrs. Tuchman describes the dénouement. Chiang the Asian politician nominally agreed to the President's proposition, but then proceeded to outmaneuver the Washington Administration and, by a combination of bluff and lobbying, got Roosevelt to order Stilwell's removal from the China scene in October 1944. The Administration, as Mrs. Tuchman observes, could perceive no alternative, "if America was going to continue to support Chiang Kai-shek's régime," to bowing to Chiang's proclaimed determination that Stilwell had to go.

And so Stilwell, stout friend of the Chinese nation but no friend of scheming Chinese politicians, departed the

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CBI Theater. Ambassador Clarence E. Gauss, another old China hand, resigned in despair shortly afterward. Roosevelt's "special envoy," Major General Patrick J. Hurley, who in his innocence had contributed to the defeat of the policy that proposed taking a hard line against the Nationalist government in order to achieve American objectives, became U.S. ambassador. Chiang Kai-shek now had the kind of American representative he wanted, and American policy became one of all-out support for the weak and corrupt Nationalist régime.

Mrs. Tuchman carries the China story down swiftly to 1949. The United States, Britain and, in the end, the Soviets, indeed won the war against Japan, as Chiang Kai-shek had foreseen. As he had also long anticipated, with the war's end the Nationalist and Communist armies fell to fighting each other. It was something like the cream of the jest that Marshall, Stilwell's strong supporter, was sent to China to take up the task of mediation when Hurley flung it down in November 1945 with failure staring him in the face. The policy of supporting the Nationalists with money and arms continued, in what was "essentially a decision for counterrevolution," thus naturally aborting the "mediatory" Marshall mission. For Chiang had no intention of compromising with his domestic opposition; he simply meant to win the civil war with American assistance.

But here Chiang's political acumen failed him. He didn't have the ninety modern divisions that would have been his had there been implementation of the Stilwell program, and the thirty-nine divisions finally trained and equipped by the Americans could not prevail. Kuomintang political and economic corruption had alienated the nation, and when Chiang began to lose the all-out war with the Communists that followed upon the abandonment of the Marshall mission, the United States did not dispatch American troops to his rescue. A limit had been set to the American "commitment." In 1949 the Communists wrested the Mandate of Heaven from Chiang's grasp. Thus Mrs. Tuchman supplies the irrefutable answer to the question "Who lost China?" Chiang Kai-shek's Kuomintang régime did.

In a sense, the Nationalists had a measure of revenge on the United States. Hurley initiated the distortion of the "China question" by publicly charging, upon his resignation in 1945, that "a considerable section of our State Department is endeavoring to support communism generally as well as specifically in China." Mrs. Tuchman sketches the consequences:

(*Continued on page 37*)

Book Forum

Letters from Readers

The Great Poet's World-View

THREE CHEERS for Benjamin DeMott's review of Conrad Aiken's *Collected Poems, 1916-1970* [*SR*, Jan. 30]. DeMott's summing-up of Aiken's artistry makes me think of an essay Aiken wrote in 1940, "Back to Poetry." There he defined the great poets as "*naturally* shameless fellows. They go, without ostentation, even without awareness of it as anything in the least unusual, beyond, above, and below, moral or social fashions, and are quite *simply* indifferent to them. They see the world perpetually as both old and new at once: in its complexity they never forget its simplicity; they celebrate its universals, and are therefore dateless; and precisely because they are themselves the most private and individualistic of people, by articulating this extreme privacy of awareness they become themselves universals." At eighty-one, Aiken is dateless, universal, and great.

MAUREEN CONNELLY,
Boston, Mass.

Perfect Complement

CONRAD AIKEN has probably been more successful than any other poet at incorporating the elements of music into his writing, and it is indeed a pleasure to see a critic respond sensitively to this quality of Aiken's verse. Benjamin DeMott offers a subtle but poignant awareness of Aiken's musicality as the perfect complement for human knowledge and the human experience.

DAVID RANKIN,
Rock Hill, S.C.

Rock Worms

PRAISE BE TO THE BOOKWORM. He deserves every bit of credit accorded him by Isaac Asimov [*SR*, Jan. 23]. But let's also acknowledge rather than belittle those of the younger set who with discerning ears take an intellectual approach to good rock music. Some audibly read therein such things as the artful ambiguity of well-laid lyrics, the acoustical imagery achieved through tasteful textures, alliterative effects of *ostinati* patterns, the plots and subplots of untraditional sounds whose core happens to be a big beat. Perhaps the bookworm and the rock-devotee have more in common than Mr. Asimov suggests.

SISTER MARGARET ANN MOFFATT,
Omaha, Neb.

Boswell Playing Schmuyle

LET ME ENLIGHTEN Robert Halsband concerning the reference to Schmuyle and Samuel Goldenberg with which he closes his review of *Boswell in Extremes 1776-1778* [*SR*, Feb. 6] before Yale, Irving Kolodin, or other readers beat me to it. Schmuyle and Goldenberg were Warsaw Ghetto Jews drawn from life by Victor Hartmann (1868) and immortalized by the musical caricature of the sketch by Moussorgsky (and Ravel) in *Pictures at an Exhibition*, in which we hear Schmuyle's thin, piping, sycophantic voice overwhelmed by the gruff self-importance of Goldenberg, the former depicted in the picture as poor and ragged, the latter rich and sumptuously clad in a caftan.

The literary analogy with Boswell playing Schmuyle to Goldenberg in the person of Burke, his political mentor, is both amusing and vividly plausible.

PERCY CROSBY,
Chevy Chase, Md.

ACCORDING TO HAROLD BAUER, "Samuel Goldenberg und Schmuyle" was the title of one of the drawings of Victor A. Hartmann which served as subjects for Moussorgsky's music. The Hartmann drawings were exhibited posthumously, in Feb. 1874, at the Saint Petersburg Architectural Association. Alfred V. Frankenstein, in his introduction to the Paul Lamm-IMC edition of *Pictures*, says that the sixth movement "is usually called 'Samuel Goldenberg and Schmuyle,' but that title is a late addition and has no authority in Moussorgsky's manuscript." Frankenstein also notes that the "Two Polish Jews" drawing was made by Hartmann in Sandomir, Poland, in 1869; Moussorgsky owned the drawing and lent it for the Hartmann Memorial Exhibition. It has since been lost.

GEORGE DOTY,
Greenville, Pa.

Eye-Opener

TAD SZULC'S STATEMENT in *Czechoslovakia Since World War II* [*SR*, Jan. 30] that the postwar history of Europe might have been altogether different if American tanks of General George S. Patton's Third Army had taken Prague instead of Soviet tanks in 1945, is interesting but not new. What appears to be new is Tad Szulc.

As recently as 1966, in his *Dominican Diary* and other writings, Tad Szulc sharply attacked American tanks involved at the time in preservation of order and freedom in the Dominican Republic. We could repeat the same question: Wouldn't the history of the Western Hemisphere be different if this military action had not happened? The hypothetical answer to both questions is yes.

The Czech Drama of 1968, it seems to me, had at least one positive aspect: it opened the eyes of many public opinion-molders, of whom Tad Szulc is certainly one. For this reason his book became twice as interesting.

MILAN RADOVICH,
Madison, Wis.

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BOUNDARIES:
Psychological Man in Revolution

by Robert Jay Lifton

Random House, 113 pp., $5.95;
Vintage paperback, $1.65

Reviewed by Emile Capouya

■ Robert Jay Lifton has collected in this small book five essays that were delivered as lectures for the Canadian Broadcasting Company, four of them having had still earlier avatars in his books or as magazine articles. There is reason, accordingly, to regard these essays as being close to the center of his thought, and worth considering in detail as an epitome of his contribution to the study of man.

The chapters of *Boundaries* deal generally with changes in our sensibilities and our expectations, of a kind that we are likely to think of as being specifically contemporary. These changes result, in Dr. Lifton's view, from our having experienced the destruction on an enormous scale of the physical and spiritual works of man—such devastation as we associate with Hiroshima, Nagasaki, and Dresden, but which has in fact been familiar to us during the last 100 years, the era of the industrialization of warfare. The possibility that civilization and life itself may be ended, deliberately or accidentally, through the exercise of our scientific and technical powers, has been present to us all through the modern period, and has given rise at last to a real crisis of morale, of the animal faith that we must have if we are to carry on.

Dr. Lifton says that while men have always been under sentence of death, they have in the past been permitted to hope for various forms of immortality, some of these in accordance with the promises of religion, some merely notional or metaphorical, but some, too, reasonable in a perfectly naturalistic sense. That is, even those persons who had had no revelation about a universal resurrection, nor about participating in the All-Soul, nor about experiencing the Eternal Return, might hope to survive biologically, through their children, or spiritually, through their contribution to human culture and history. In that sense, each person was a link, physical and moral, between the two eternities of past and future. By virtue of that position, at least, he was important. Since man has always been, morally speaking, too big for his britches, he needs to feel important in some such grand way. Now, says Dr. Lifton, he can't.

When our atomic strategists speak of "bombing them back to the Stone Age," they mean—or don't they know it?—bombing ourselves, and all our works, and all living things, and possibly the planet, quite to extinction. That may be a dramatic way to go, but, from our limited human point of view, even while merely in prospect it destroys two eternities for us. The possible imminent annihilation of everything devalues everything, and demoralizes everyone.

Thus far Dr. Lifton has been reciting, with a certain grave eloquence, the charges against our modern fate that explain the spirit of art and the preoccupations of philosophy since at least the mid-nineteenth century. At this point, however, he makes his own contribution to the discussion in the light of his special findings as a psychologist and sociologist. He suggests that the problem of morale, the problem of directing our spiritual and material resources toward life rather than toward death, depends upon our making new discriminations, new choices, new distinctions, to replace those that have been rendered irrelevant by our capacity to destroy. To use his own term, we must redefine the "boundaries." These range from basic perceptual categories, like that which is alive and that which is dead (erased in part, according to Dr. Lifton, by the death-in-life that the survivors of Hiroshima experienced in more that a rhetorical sense), to moral preferences, and values of all kinds. He suggests that men are already redefining the boundaries as a natural reaction of the instinct of self-preservation, and he devotes the bulk of his discussion hereafter to a description of the good and bad strategies pursued by that instinct. "Nuclearism," "Revolutionary Immortality," and "Protean Man" are three coinages by which Dr. Lifton denotes three kinds of response to the breakdown of boundaries. A short definition of each will disclose his method.

"Nuclearism" is a kind of secular religion that some persons have elaborated in the face of the threat of extinction through atomic war. The promise of this particular religion is salvation by the bomb. That is, its devotees—certain military men, scientists, politicians, and publicists—explain that the hydrogen bomb, precisely because of its destructive capacity, is the guarantor of peace, and will bring about universal and eternal concord. Lest we forget, this doctrine has in fact been proclaimed by public men not otherwise cuckoo—indeed, their prominence and general sanity are what leads Dr. Lifton to study their hailing as gospel what ordinary men regard as very bad news. He means to direct our attention to the reversal of affect, the reversal of intellectual and moral polarity on the part of these thinkers.

Life has always been hard in China, and Dr. Lifton feels that the destruction of boundaries has recently made it harder. The response to the new and crushing limitations on men's lives has, in that country, taken the form of

Your Literary I.Q.

Conducted by David M. Glixon

CHAPTER THE NTH

The times are gone when the reader of a novel could get a good idea of its contents by scanning the Table of Contents. Stuart Lewis of Boulder, Colo., challenges you to restore each of these chapter heads to one of the books listed. Check your score on page 35.

1. "All Full of Tears and Flapdoodle" ( )
2. "Containing Little or Nothing" ( )
3. "The Woman Pays" ( )
4. "The Irk of the Old Ties: The Magic of Youth" ( )
5. "In Which All the Principal Personages Think Fit to Leave Brighton" ( )
6. "The Body of an American" ( )
7. "Who Shall Be Cock of the Walk?"
8. "Indicates a Soul Prepared for Desperation" ( )
9. "None but the Guilty Can Be Long and Completely Miserable" ( )
10. "Queen Mab" ( )
11. "The Interior of a Heart" ( )
12. "I Begin Life on My Own Account, and Don't Like It" ( )

a. *Barchester Towers*
b. *David Copperfield*
c. *Diana of the Crossways*
d. *Huckleberry Finn*
e. *Moby Dick*
f. *The Scarlet Letter*
g. *Sister Carrie*
h. *Tess of the d'Urbervilles*
i. *Tom Jones*
j. *U. S. A.*
k. *Vanity Fair*
l. *The Vicar of Wakefield*

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a longing for survival through the social continuity afforded by a permanent revolution, a process to which the individual can contribute and with which he can identify himself. In this way, "Revolutionary Immortality" takes the place of the theological and biological immortality that have been called into question by world history and the recent history of China in particular.

Finally, "Protean Man." Insofar as rigid distinctions, inappropriate choices, arbitrary discriminations—in short, dysfunctional "boundaries"—have brought us to this pass, a plausible strategy for the individual is to roll with the punch, do what comes naturally, assume different roles in different circumstances, and in all ways eschew the more or less well-defined preferences that make up what we used to call a character. Protean Man does not believe in consistency so much as in experience; he is experimental rather that doctrinaire; above all, he has gone beyond T. S. Eliot's anxious prayer, "Teach us to care and not to care." Such passages he prefers to play by ear.

Now all this sounds liberal and commonsensical enough—until we start thinking. Just what do Dr. Lifton's axial categories bring to our enlightenment? What use are his "boundaries," and what meaning can we attach to his assertion that the old boundaries are dissolved? For it is clear that he certainly means something more than has yet been revealed in 100 years of celebrating and anathematizing the speed with which cultural change takes place in the modern era. Nietzsche's "transvaluation of all values" is not adequate, it would appear, to convey Dr. Lifton's own sense of crisis. Instead, he insists upon a myth more congenial to his private perceptions, and hypostatizes boundaries and the breaking down of boundaries—even those that allegedly separated, in the Golden Age, the living from the dead.

Again, "Nuclearism," the religion of those struck down by the premonition of annihilation, and who embrace the knees of the destroying god—is that anything more than a somewhat melodramatic account of the inveterate wrong-headedness of human beings? Have men ever refrained from identifying themselves with manifestations of power—particularly when, as in the present case, place and pay go along with putting the best possible face on the brute? And "Revolutionary Immortality." Here Dr. Lifton makes a good deal of a slogan of the Great Cultural Revolution: "May the revolutionary régime stay red for ten thousand generations." What might he not read into the conduct of those

". . . . and the Republican National Committee wants to know if they can count on you again this year for your usual generous contribution toward the continuance of a fiscally sane administration fostering a business-oriented climate in which our free-enterprise system may thrive and prosper."

millions of British subjects who routinely sing "God Save the Queen"? The Chinese formula appears to him to express an aspiration toward immortality through the revolution. Is it not possible that the figure expresses fervor—whether spontaneous or officially induced—for the revolution *now* rather than for its perduring *per saeculum saeculorum*, for the greater glory of the ego of each member of the Red Guards? And is "Protean Man" anything of an improvement in terminology over David Riesman's "other-directed personality," denoting that poor forked creature who swells the crowd applauding President Nixon in Bucharest or Belgrade, and who would do the same for Chairman Mao were he to present himself in those places? In a word, is there anything valuable in these categories that the vocabulary of ordinary speech could not compass?

I think there is in each case—an insight that might sustain a sonnet, say, and whose function in a cultivated mind would be to stand in contemplation for the time it takes to read a lyric poem, entering the world of the distilled perceptions whose discord and symphony compose a point of view. The atom bomb *did* close an era of lingering innocence. New characterological types *are* in part a positive response to new conditions. Men *do* yearn—shamefacedly, nowadays—for some eternal warrant for their lives. But these slim notions are presented with such emphasis of language that their final effect is to muddy the stream of discourse. Dr. Lifton did not bring this trouble single-handedly upon himself and us. It is worth looking into the natural history of the problem.

Some centuries ago, at a time when science was still called natural philosophy, the language of scientific speculation was a public language; though it might employ specialized terms, most of them were nevertheless familiar to educated men. The disadvantages of this state of affairs—the fact that scientific terms and concepts were insufficiently precise, insufficiently specialized, to serve adequately as tools of analysis—outweighed the advantages of a form of inquiry that was essentially public, and amenable to the discipline of common sense. The deliberate refinement of concepts and vocabulary that has since taken place has proved a fruitful enterprise: its monument is the store of information, theoretical and practical, that supports the characteristic economic activities of the modern industrial world.

Now, the division of the scientific undertaking into smaller and smaller fields of specialization was both the cause and the result of the refining of scientific language; it promoted increased expertise and concentration through the division of labor within the scientific community—and, inevitably, mutual unintelligibility among scientists. In the natural sciences, the negative effects of narrow specialization are to some extent mitigated by the unaccommodating character of the material dealt with: natural phenomena do not change their properties with each new hypothesis, but, on the

(*Continued on page* 32)

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No Bad Trips with Books

by ZENA SUTHERLAND

One of the nicest things about going to another city to make a speech is that you always learn something new. The other great pleasure is finding, again and again, a concern for young people and their books that is informed and discriminating.

In the course of a speaking engagement a few weeks ago in Chico, California, I learned from the program chairman that there was an active John Birch group in the town, so I wasn't too surprised when, during the question period, someone asked what I thought of William Steig's *Sylvester and the Magic Pebble* (Windmill/Simon & Schuster, $4.95). Last year's recipient of the Caldecott Medal has stirred controversy—and objections from some police groups—because a policeman is drawn as a pig. All the characters, for those who don't follow picture books, are animals.

I said I thought the objectors were making much ado, that Steig had done a whole book about an engaging porcine hero—*Roland the Minstrel Pig* (Windmill/Harper & Row, $4.95). "*Well,*" said the questioner, "I just want you to know that I gave it to my little boy and he liked it, and I asked him if there was anything special about the book and he said, 'Yes, the whole family is together at the end.'" So much for small-town conservatism, I thought. Then the county superintendent asked if he could comment. I braced myself for rebuttal. But no; he just wanted to add that he had given the book to the chief of police, who thought it was hilarious.

The afternoon program consisted of a discussion by high school students of censorship, books versus television, and their own reading patterns. Sharp, very sharp. Then the icing on the cake: six young people whose interest in writing poetry had brought them together into what they firmly referred to as "a family." They read some of their poems, and while not all were impressive, many were outstanding in strength and imagery. And all over the country this is going on—a renaissance in poetry, at times fostered by teachers but as often springing spontaneously from the young. A joyful thing.

Returning home from a conference in Los Angeles a week later, I sat next to a professor from the University of Wisconsin whose field is adult services. What do you suppose she was worried about? The proposal that all children's library services in the state of New York be transferred to elementary-school media centers, "children" defined here as those through grade six. I share her concern, since this would set a precedent for a system whose advantages are offset by serious disadvantages. It's encouraging to see the importance attached to children's books by someone not actively involved either professionally or personally.

A few months earlier, while participating in a number of public-school workshops in Cleveland, I had talked to groups of teachers and librarians who were particularly interested in choosing relevant books for the black ghetto child. The program director, Elnora Portteus, asked if I'd like to have a visual aid as a change of pace. Well, books are my thing, but I succumbed instantly to *The Black ABC's* (Society for Visual Education, $26), which was compiled by a teacher, June Heinrich, because she wanted something to use with her own classes. Full-color photographs are mounted on heavy cardboard, with suggestions for extra class activities printed on the back. The stress in pictures—and they are handsome—and captions is on black pride and family relationships, the intent being both to teach letters and words and to build a positive image. "A is for Afro . . ," "B is for beautiful . . ," "C is for cool . . ."

I Spy: A Picture Book of Objects in a Child's Home Environment. *By Lucille Ogle and Tina Thoburn. Illustrated by Joe Kaufman. American Heritage Press.* 189 *pp.* $3.95. Although some of these pictures of familiar objects may be confusing (the "photograph" looks like a painting; the snowflake is highly magnified and may not look like a snowflake to a small child), this collection should be of great interest to the preschool child who likes to pore over pictures and recognize objects. Several pages are addressed to adults, suggesting that the book be used for a game of "I spy," to teach new words and to encourage the concept of classification. Ages 2-5.

Miranda's Pilgrims. *Written and illustrated by Rosemary Wells. Bradbury.* 32 *pp.* $4.50. To each his own hangup, and even though Miranda jeered at her little brother's bedtime fear of skipping worms, she imagined there were Pilgrims under her bed. Thrumming. This bouncy little story gets off to a fast start with an all-too-true scene in which Miranda, delicately exploring her brother's *bête noire*, is sent to bed for scaring him. "Oh, why can't I have something easy under my bed?" she complains. "Why does it have to be Pilgrims?" Dour and black-clad, they persecute Miranda in her nightmares, and when she awakes she is much more sympathetic toward her brother. The pictures have vitality and conviction, the story an understated humor and perception. Ages 5-7.

The Happy Lion's Treasure. *By Louise Fatio. Illustrated by Roger Duvoisin. McGraw-Hill.* 32 *pp.* $4.95. A visitor to the zoo had commented on what a rich life the Happy Lion had, loving and loved by everyone. What do rich people do? They make wills! None of the zoo inhabitants knows what a will is except the raven, whose "ancestors were all lawyers"; he points out that it is for leaving bequests. Alas, the Lion's home in the zoo is not his to bequeath. The zookeeper's son tells the Lion that he has a secret treasure, but while trying to find it the animals quarrel and have to be soothed by the Lion. The latter finally learns what his treasure is: knowing how to love and be loved. A gentle story, told with light humor, that should enchant readers already devoted to the Happy Lion and beguile new ones. Earlier Duvoisin illustrations were gay and affectionate; these employ collage and are even nicer. Ages 5-8.

Little Ego. *By Ruth G. Gilroy and Frank D. Gilroy. Illustrated by Lilian Obligado. Simon & Schuster.* 58 *pp.* $4.95. There have been many stories about animals who decide to become other kinds of creatures, try several new identities, and eventually settle for being themselves. Few of them contain such sparkling dialogue as *Little Ego,* whose mouse hero was created by a noted playwright. Despite family protests, Little Ego goes off to meditate on his new role, brushing off the girl mouse who has a crush on him. He encounters a fast-talking blue jay who offers to teach him to fly in exchange for his cheese sandwiches. Pushed off a cliff, Little Ego is rescued by a dove. He tries to be a lion, and trips again. "What a shame," says the kindly leader of the pride. "I hate to see such a beautiful roar go to waste." Great fun for ages 5-8.

How to Lose Your Lunch Money. *By Florence M. White. Illustrated by Chris Jenkyns. Ward Ritchie Press.* 45 *pp.* $4.50. Somehow Florence White has managed in an amusing story to convey a small boy's sweetly reasonable view of his own behavior, every detail of which is flagrantly contradicted by illustrations that show what he actually does. There is no dialogue; the boy simply recounts his morning routine. "You allow yourself plenty of time to eat your breakfast and get ready for school," he says blandly. The picture

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shows a frantic kitchen scene. "You cordially greet your friends as you meet them on the way to school." Picture: wrestling match. By noon the boy's lunch money has disappeared. He is baffled, the office secretaries jaded. A pointed but affectionate tease. Ages 7-9.

Help, Help, the Globolinks! *By Gian Carlo Menotti. Adapted by Leigh Dean. Illustrated by Milton Glaser. McGraw-Hill.* 56 *pp.* $4.95. As any reader of program notes knows, turning an opera libretto into prose does not often produce good writing. The adaptation of one for a children's book is risky, and here unsuccessful. Menotti's plot is sound: the invasion of the world by the Globolinks, spiny blobs from outer space who can be conquered only by music, which causes them to collapse. The music teacher at a school organizes the faculty into an impromptu band, and they march off to save the pupils, who are on a school bus. The children, too, are besieged, and fighting (musically) for their lives. Had the adaptation simply told the story—or told the story simply—it might have retained the opera's intrinsic suspense and humor, but the phonetic spelling of the bleeping noises and "TAH-RAH-BOOM-BOOM-Tootle-doo" sounds, and the descriptions that substitute for character portrayal, are obtrusive and jarring. The illustrations, on the other hand, are dramatically effective. Ages 9-11.

A Chinese Year. *Written and illustrated by Ellen Hsiao. Evans.* 64 *pp.* $3.95. When she was a little girl living in China the author's name was Ai-lan. This is her memory of a year in a small town where she and her brother stayed with their grandfather to assuage his loneliness after the death of his wife. The story is told as fiction, but details of funeral customs, ancestor worship, and holiday celebrations are presented with anthropological objectivity. The style is direct and natural; the illustrations consist of attractive red cut-paper designs and some awkward but informative black-and-white drawings. Ages 9-11.

Catch as Catch Can. *By Josephine Poole. Illustrated by Kiyo Komoda. Harper & Row.* 163 *pp.* $3.95. While standing in the train corridor, Piers and his cousin Virginia were roughly pushed by a man who opened the door and jumped off. An officious woman who quizzed them was particularly interested in whether or not the man had said anything. She showed up again when they reached home, and this time there was no doubt about it: some mystery was afoot, and the woman's chauffeur was pursuing the children. This is a rousing chase story. Ages 10-12.

I Heard a Scream in the Street: Poetry by Young People in the City. *Selected by Nancy Larrick. Illustrated with photographs by students. Evans Lippincott.* 142 *pp.* $4.95. Chosen from school newspapers and magazines and from unpublished manuscripts, these seventy-seven poems written by students in elementary and high schools in twenty-three cities testify to the awareness and concern of the urban young. Most of the selections are brief and astringent. Some protest against violence and discrimination, isolation and pollution, decay and apathy; others candidly face problems of identity or rejection. Not every poem is a jewel, but the collection as a whole is impressive. Ages 10 up.

—From "Little Ego"

The Stolen Seasons. *By David Divine. Crowell.* 186 *pp.* $4.50. Their father was sure they couldn't do it. Get over Hadrian's Wall without being spotted, when an archeological dig was established there? Not likely, father said; however, Peter and Mig Manson, and their friend Clint, an American, were determined to try. The account of their elaborate efforts is intriguing, but the adventures that follow their arrival on the site of the dig are even more exciting. The dialogue is amusing, the characters have depth, and, although there is a cleavage between the first and second parts of the story, the plot has momentum and suspense. Ages 11-13.

The Witch's Brat. *By Rosemary Sutcliff. Illustrated by Richard Lebenson. Walck.* 145 *pp.* $4.75. Rosemary Sutcliff's books are built, with deceptive effortlessness, on a thorough familiarity with history. Lovel, the witch's brat, is a crippled orphan whose compassion and wide acquaintance with healing herbs are responsible for his being invited to London to join the twelfth-century Augustinian community that founded St. Bartholomew's Hospital. The tight story line and vivid writing add to the book's historical interest. Ages 11-14.

A Star to the North. *By Barbara Corcoran and Bradford Angier. Nelson.* 156 *pp.* $3.95. A sixteenth birthday was special, wrote Grandmother, enclosing a check for $500. Nathaniel knew just what to do with it: go North. Last summer he had helped his uncle, a college dropout, build a cabin in Canada, and that was the life for him. He pitied his sister Kimberly, stuck in the plush conformity of Malibu Beach and aching to escape with him, but he never dreamed he'd find her sneaking off the train at the end of his journey. No outdoorswoman, Kimberly slows the plan for a rapid trip by canoe and portage to the cabin, but she's courageous and determined, and Nathaniel is impressed. Both are resourceful in coping with obstacles and dangers. The story has pace and suspense, the dialogue and characterization are consistently acute, and the setting is appealing. Ages 11-14.

Shurik. *By Kyra Petrovskaya Wayne. Illustrated with photographs. With an introduction by Harrison E. Salisbury. Grosset & Dunlap.* 209 *pp.* $5.95. Kyra was a successful young actress when she was drafted as a nurse during the siege of Leningrad. That first bitter winter she rescued a small boy from the rubble of a shell crater. Loving and lovable, Shurik became her adopted child, even though it was against the regulations for her to keep him. When Kyra had to take her turn serving at the front, the understanding hospital chief cared for the boy. The stark setting, the tension and drama of the siege, the tenderness and courage of the characters, and the heroism of Shurik (he led forty-one patients to safety during a hospital fire) combine to produce an impressive tribute to the tenacity of the human spirit. Ages 12-15.

No Language But a Cry. *By Richard D'Ambrosio. Doubleday.* 252 *pp.* $6.95. For the first year and a half of her life the infant Laura had been mauled and beaten by her parents, both mentally ill and alcoholic. She was taken to a hospital when one of the neighbors, alarmed by her persistent screams, called the police, who found the parents cooking the baby alive in a frying pan. Laura was twelve when Richard D'Ambrosio, then a young psychoanalyst, met her in an institution run by dedicated Catholic nuns. Totally withdrawn and silent, deformed, diagnosed as schizophrenic as well as possibly mentally retarded, Laura so moved the author with her mute misery that he gave his time to her freely for the long years it took to instill in her trust and security. The moment when Laura first responds to her doctor, after months of patient therapy, is infinitely moving, her progress after that an affirmation of hope. A series of operations made it possible for Laura to go into training as a baby nurse. The story represents a triumph of medical skill and devotion, of faith and resourcefulness on the part of the nuns, and of tenacity by Laura herself. For young adults.

The Year of the Seal. *By Victor B. Scheffer. Illustrated by Leonard Everett Fisher. Scribners.* 207 *pp.* $7.95. Like the author's *Little Calf* (*SR*, Nov. 14, 1970), his new book follows a marine mammal through the first year of its life. The story has a fictional framework strong enough to sustain continuity but flexible enough to allow Victor Scheffer, a marine biologist, to discuss the work of scientists and provide background information about the Alaska fur seal. With restrained lyric prose, he describes their life cycle, the Pribilof Islands breeding grounds, teeming with pups, and the cold, gray isolation of the North Pacific. For young adults.

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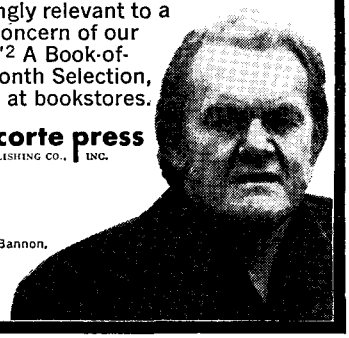

1. Barbara Bannon, Publishers' Weekly
2. Esquire Magazine

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Boundaries

Continued from page 29

contrary, serve as a standard with which to measure all hypotheses about them. In the social sciences, however, the situation is not nearly as favorable. The objects of study themselves are relatively elusive, their character is often different for every observer, and scientific parochialism in that area leads quite naturally to conscious and unconscious quackery.

Dr. Lifton, it seems to me, is in this connection a victim of the sociology of science. Laymen, and his fellow scientists in other disciplines, are predisposed to take his pronouncements at face value on the assumption that he is the discoverer of his chosen objects of study—as if mankind were an Ultima Thule no other explorer had yet sighted—and that no one else is in a position to criticize the adequacy of his descriptions or the soundness of his conclusions. And no one is, except Missourians. Once the ill-bred question is asked, "What is he saying, and how does it square with our own experience of life?," then the veil of the temple is rent, and the aura of arcane knowledge is dispelled. But Dr. Lifton's readers have not generally put that question to him. In that regard they have not dealt fairly with him; he has a right to complain of them.

Emile Capouya is a writer, editor, and publisher who comments frequently on literary and political subjects.

CHARLES SUMNER AND THE RIGHTS OF MAN

by David Donald

Knopf, 631 pp., $15

Reviewed by T. Harry Williams

■ Charles Sumner has frequently provoked and sometimes puzzled historians. Most of those who were provoked reacted against certain harsh qualities in his personality and decided that this Senator from Massachusetts had been a malign influence in the politics of the Civil War era, a leader in that fanatic band of antislavery men who had helped to bring on the war and to make its aftermath a tragic experience. Thus W. A. Dunning wrote in the early 1900s: "He was the perfect type of that narrow fanaticism which erudition and egotism combine to produce." Dunning was the first great historian of Reconstruction, but he had a pro-Southern and Democratic bias that made him see Sumner through hostile eyes. Yet Carl Sandburg, writing at a later time and presumably without such a bias, rendered a somewhat similar verdict. In his sketch of Sumner in his life of Lincoln, Sandburg said: "He was perhaps the most perfect impersonation of what the South wanted to secede from." Sandburg added: "The winds of doctrine roared in the caverns of his mind."

For a time there were almost no favorable evaluations. To be sure, W. E. B. Du Bois, the Negro historian of Reconstruction, pronounced that Sumner, while "no leader of men," was "a leader of thought, and one of the finest examples of New England culture and American courage." But Du Bois's opinions had little impact upon historians when they were issued during the 1930s. Gradually, however, and coinciding with the rise of the civil rights revolution, a more benign attitude toward Sumner began to emerge. Allan Nevins, in his monumental series The Ordeal of the Union, attempted a balanced portrait, and concluded: "Indeed, he was a remarkable combination of qualities good and bad." But, Nevins added, "He regarded himself as an unerring exponent of moral law." The process came to a climax with the appearance of the school of "neo-abolitionist" historians, who looked on the antislavery movement as a great moral crusade that had been treated unfairly by previous writers, and considered Sumner one of its heroes. In a typical comment Fawn Brodie described him as the "personification of the Puritan in politics" and the "conscience of the whole nation." But she felt impelled to admit that he "believed in government by exhortation."

There is an evident note of puzzlement in all the estimates of Sumner, even the ones by those who most admire him. Obviously, he was a compelling and towering figure. But on what basis did his claim to greatness rest? He was clearly an apolitical politician, a man who attached unusual importance to the power of words, an urger of moral principles, a scorner of compromise. How did such an individual attain a position of influence in the American political system, and manage to remain a Senator from 1851 until his death in 1874? Or was he really what he seemed, lofty and detached? Were his fine words possibly mere cant designed to serve his personal ambition or the selfish aims of certain groups behind him?

In 1960 David Donald attempted an answer to the problem in his *Charles Sumner and the Coming of the Civil War*, which carried the story down to the firing on Fort Sumter in 1861. It was the first biography of Sumner in fifty years, and the first by a historian

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trained in modern research techniques. Donald brought impressive credentials to his task. Recognized as a skilled craftsman, he had recently won additional attention by arguing that Lincoln and the Radical Republicans had not been divided by fundamental differences, as previous scholars had thought, but had been united on basic objectives. This concept, which placed Donald in the "consensus" school, was not accepted by all historians. It was, however, a seminal and stimulating idea, and forced others to rethink the whole subject of Civil War politics.

It is well that Donald had unusual qualifications, for he was tackling an unusually difficult subject. Sumner was active not only in politics but in the peace movement and in prison and educational reform, and the source materials on him were immense. Moreover, Sumner was a complex man, probably driven by concealed frustrations, certainly not what is called "normal." Professor Donald felt called on to do what all biographers should do but few consider: he attempted to measure the inner nature of his subject, using the tools of psychology. The book was widely hailed, although some of the neo-abolitionist historians charged that Donald had failed to understand Sumner and the antislavery movement, and questioned his psychological approach. Allan Nevins voiced a common reaction when he said the project promised to be "one of the enduring American biographies."

Now, ten years later, Donald has given us his concluding volume. It spans the years from 1861 to 1874, or the administrations of Lincoln, Andrew Johnson, and U. S. Grant. Sumner's career during this period posed for the author an even more awesome task than did his earlier one. Not only was Sumner an increasingly influential leader in Republican councils, he was chairman of the Senate Committee on Foreign Relations, and in this position he exercised at times a controlling voice in determining foreign policy. Donald therefore had, in addition to exhausting his domestic sources, to dig into European archives.

Always in opposition before 1861, Sumner now enjoyed his position as a member of the Lincoln administration. It seemed that his role would be a large one. Lincoln turned regularly to Sumner for advice on diplomatic affairs, giving the Senator what Donald calls, with possible exaggeration, a "virtual veto over foreign policy." Lincoln, that astute manipulator of power, was perhaps playing Sumner off against Secretary of State Seward, but the President also realized that Sumner could be of real aid to him and the government. Widely known and re-

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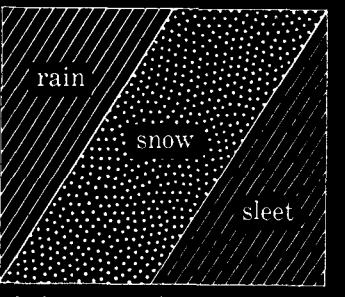

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spected in England, the key nation in the European system, Sumner as an administration adviser was eminently fitted to present the Union cause abroad. And, except for a few aberrations, he performed his part well. He helped as much as any man did to avert European intervention in the war.

Gradually, however, Sumner became restive in his role as an administration stalwart. He was perhaps psychologically conditioned to disagreement. He felt that Lincoln was moving too slowly on the emancipation question, and would not move any faster unless pushed by public opinion and Congress —and speeches by Charles Sumner. He was one of the leaders of the Radical

Republican faction that believed the war offered a providential opportunity to strike down slavery, as it finally did. Donald details the struggle between the conservative Lincoln and the Radicals, but repeats his contention that it was not fundamental and concerned means instead of ends. Lincoln and Sumner had a "basic compatibility," he declares.

Sumner had no compatibility at all with Lincoln's successor, Andrew Johnson. Neither did most other Republicans, Donald states, stressing that the party was essentially united on a Reconstruction policy. Sumner was in the vanguard of the Republican attack on the President and helped to arouse public concern on such issues as civil rights. But Donald thinks that he had little influence on actual legislation and was in fact losing authority in the Party, a process that had started toward the end of the war. Sumner, Donald explains, was a "political outsider; he disliked committees, except when he was chairman, was ineffectual in caucus, and proved inept at drafting legislation. He announced principles as from Mount Sinai, and deplored the compromises needed to transform ideal into legislative reality.

If Sumner was undergoing some kind of change in his political behavior, the process became more pronounced under Grant. Although a Republican President again sat in the White House, Sumner continued in the role of administration critic. He was still chairman of the Committee on Foreign Relations, and from this position of power he tried to control the negotiations with England to settle the Alabama claims originating in the Civil War, and he sabotaged Grant's plan to annex Santo Domingo. (Donald's account of these episodes is especially fine.) The President was so enraged at the rejection of his annexation scheme that he engineered Sumner's removal from the chairmanship. At the time of his death in 1874 Sumner was in political eclipse, and possibly might have failed to be re-elected. Still unpassed was his cherished Civil Rights Bill, which was his most important, and practical, legacy to the future. More than any of his contemporaries, he realized, as Donald notes, that the viability of American democracy "depended upon the ability of the white and black races to live together in peace and equity. Instead of huddling the sensitive question of race relations out of sight, he wanted it discussed broadly and openly when American institutions were still flexible enough to permit major racial changes."

The book has its shortcomings. The author's consensus theory gives some of its pages a bland quality. One could wish that Donald had more fully analyzed Sumner as a radical type. He does not quite explain the bases of Sumner's popular support. But these are minor objections. With the appearance of this volume, Nevins's prediction has been fulfilled. This should be one of the enduring biographies.

T. Harry Williams, who has written and edited many books about the Civil War period, teaches history at Louisiana State University in Baton Rouge.

FRASER YOUNG LITERARY CRYPT NO. 1438

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1438 will be found in the next issue.

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QZSLZ MBU B VQZBUWIZ DX

DH QDYZ HMBH PA NIZUHQD-

XL NDHM B ADXZ NPFBX.

—QPIS MBQDABK

Answer to Literary Crypt No. 1437

We know lots of things we used to didn't know, but we don't know any way to prevent them happening.

—WILL ROGERS.

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LION COUNTRY

by Frederick Buechner

Atheneum, 247 pp., $5.95

Reviewed by David Littlejohn

■ Frederick Buechner's sixth novel is a mannered, ill-assembled, very "literary" little contrivance in the comic-grotesque mode. It would appear, from various heavy hints in the novel, that he intends its bits and pieces of cast-off Americana—sleazy Florida dumps, motel affairs, correspondence-school seminaries, off-color color TV, scrap-iron sculpture, the "Lion Country" of the title (one of those tourist-trap wild animal farms one finds off American highways)—to carry a heavy freight of symbolism, perhaps even of metaphysical significance. But the materials just aren't strong or real or interesting enough to bear the weight, and I'm not at all sure Mr. Buechner ever knew quite what he wanted them, or the novel, to do.

The narrator of *Lion Country* is a thirty-four-year-old celibate bachelor "with a small private income" (that hoary means of "freeing" one's hero). He is a grayish New Yorker, an ex-schoolteacher, ex-writer, ex-sculptor, with a cat, a sexless girlfriend, and a dying twin sister. But Antonio Parr seems primarily to exist as an excuse for the author's tiresomely clever voice, which sparkles self-consciously on through page after cloying page of literary allusions, split vulgarisms, elephantine circumlocutions, similes upon similes, coyly "written" dialogue, wit that won't quit. "Hey, you've got a way with words," the Florida popsie tells him. "You ought to be a writer."

I don't think all this busy, overbright narration was intended to describe a comic flaw in the hero's character, since there is no discernible moral distance between the author and his creation. At his sister's deathbed Buechner's protagonist pronounces in the manner of the Voice of Moral Reason; throughout the goings-on in Florida he behaves like a latter-day Nick Carraway, all innocent and wry and intense and good.

His Gatsby, the Reverend Leo Bebb, may be a dirty old man running a religious con game by mail from a seedy Florida town, a miracle worker not of this earth, or both. The vague, waggish, moralizing Antonio leaves his cat, his girlfriend, and his dying sister to track down and expose the Reverend Bebb.

On the one hand, we are offered the American comic-grotesque, the verbal contrivance, the sacred-profane mix, the everlasting attempt to come up with clever, sordid, or sacrilegious little fantasies:

> . . . her face, like the TV set, looked as if the color had been tuned wrong. The lips I can only describe as liverish, by which I mean not only the maroon color of raw calves' liver but the wet sheen as well. Her complexion, consistent with this butcher-shop image, reminded me of a certain kind of bologna Tom [his cat] and I were both partial to, which is coarse-grained in texture and somewhere between pink and gray in hue. She had thin, arched eyebrows that showed above her dark glasses, and she had dropped her lower jaw in what, as with newborn babies, could have been either a smile, I thought, or gas. Because of the glasses I could not be sure which of us she was looking at, but it was to Brownie that her first words were addressed. She said, "Brownie, go get the man a Tropicana. And on the way out, fix that pukey color. It's making me sick."

There are, I suppose, people who enjoy this sort of depiction. But in quantity I find it (unless far more artful or essential than Buechner's) tiresome and crude.

On the other land, the desperately thin shadows of Death and God and Hell and Fate and Ultimate Things hover behind all this drivel—as if the Reverend Buechner felt driven to test his own attenuated beliefs by subjecting them to the seedy, pathetic fiction of the Reverend Bebb, as well as to his own mocking prose. "But a real miracle," as Brownie says, "something that makes everything you ever thought you knew about the world look kind of sick and that doesn't leave you much choice except to believe in something—nobody wants one of those kind, dear." It is as if the author wondered whether some semblance of a real God, nowadays, might still gleam out of hemorrhoid cures and hot air vents and the illuminated frosted-glass cross of the Church of Holy Love, Inc., of Armadillo, Fla.

It doesn't—not in this weird, contrived little novel, which is neither significant nor entertaining.

David Littlejohn, the author of "Interruptions," is on the faculty of the University of California at Berkeley.

LITERARY I. Q. ANSWERS

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DIMINISHING CIRCLES

by Barbara Rees

Harcourt Brace Jovanovich, 157 pp., $4.95

Reviewed by Josephine Hendin

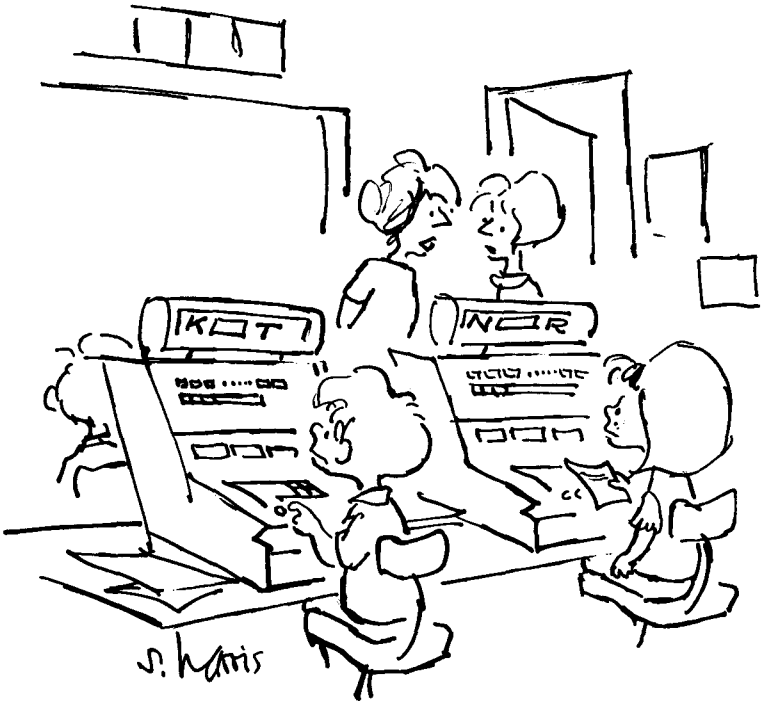
■ *Diminishing Circles* is a *Vanity Fair* for the Seventies, the tale of an involuted Becky Sharp who searches London for an upper-class man who can transform her life. For marriage to the right man can be a means of self-transcendence in Barbara Rees's exploration of the psychology of a woman on the make.

Uptight Ruthie tweezes, powders, and curls herself into another self, the bouncy, laughing girl who might catch Martin, an Oxford man with "the accent" and "the tradition of prosperity." She works so hard at being vivacious that she nearly feels alive, nearly escapes the emptiness at the center of her being and the memory of her dour, working-class childhood. Love and a passion for upward mobility fuse in Ruthie's euphoric fantasy of marriage as a psychic feast where her hungry, nervous self can feed forever on Martin's name.

If Ruthie seems contemptuous of what Martin *is*, she never stops adoring what his name could do for her. And Martin delights in mocking her hopes; he loves playing the prince who can behave like a toad. After suggesting a variety of exotic restaurants, he takes her to the local diner; says, "A diamond is forever," and puts a lump of sugar on her hand. Their love affair is conducted with all the tenderness of class warfare. But Ruthie stays in the fight until she asks that fatal question, "D'you think *we're* going to get married?" "Shouldn't *think* so," answers Martin, and goes on to prove that an upper-class man can be a social climber too. Ultimately he leaves poor Ruthie for "the beautiful Lady Clarissa."

Miss Rees has a talent for expressing reality in terms of class conflict, especially in those abrasive encounters with one's "betters" that constitute social life. For class dominates her characters' inner life and controls the workings of passion. Ruthie's self-loathing emerges as a revulsion for her lower-class family and the intrusive edge of lower-class speech. Even her sexual cravings are reserved for upper-class men. And presumably only an aristocrat can stir Martin to potency. In Miss Rees's London people change their lives and escape despair on the social ladder. *Diminishing Circles* powerfully explores the psychology of status, and that economic sense of reality that moved one of Thackeray's old gentlemen to elegize on the death of a friend: "And yet he was a better man than I was . . . by ten thousand pound."

Josephine Hendin, who teaches "Fiction Now" at the New School, is the author of "The World of Flannery O'Connor," published last spring.



"It hasn't helped their reading, but they've become very proficient with computer hardware."

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ENDS

by James Hughes

Knopf, 227 pp., $5.95

Reviewed by Nicholas A. Samstag

■ Lincoln was wrong. According to this remarkable little novel, a lie told often and persuasively enough will be believed. By all of the people, all of the time. There are no exceptions. Even unorthodoxy will take the form not of disbelief but of acquiescence, albeit by routes that are eccentric and unapproved.

In *Ends* the big lie is death. Death that is not death, death that is the whole point of living, the end to which mankind is but a means. At an appointed time, everyone will end. There are legal ways of ending, criminal ways of ending, desirable and undesirable ways of ending, chic and faddish ways, squalid and vulgar ways—but that all will end, by the deadline termed Cessation in the moribund bureaucratese of the day, there is no doubt. No one questions the appropriateness of ending or the reasons for it; nor can anyone, anywhere, escape it: all that is really at issue is how each person will choose to end.

It is a global business, this mass suicide-murder of the human race. Genocide by acclamation, unanimous and universal. Only the attendant customs differ:

> precipitations from the mountains of Yenan in honor of the Chairman; submersions in the Ganges; the Japanese hara-kiri booths; physical depersonalizations in the Soviet bureaucracies . . . the crazy, inspired schemes of the United States, their man-made cliff-outs, the projected Niagarend, the H-bomb Cities, the Manhattan Split that was scheduled to extend from Boston in the north to Washington in the south.

The specific ends charted by James Hughes are in England, where, as might be expected, people go about their dying in a civilized and understated fashion. Various splinter groups (a latter-day version of the hippies, for example, who prefer to starve to death) are at least tolerated, if not encouraged, in Britain, whereas they face persecution and imprisonment in America. The British hunt down only the violent, the psychopaths who prefer to take others with them when they end. Ending is, after all, a matter of choice and a personal affair. It won't do to impose one's own end on others.

The notion of a world in thrall to the big lie is, of course, not new. Hughes, certainly, might have been reading Orwell, and *Ends* might be merely an updating of *1984* with a lugubrious thirteen years to go. What takes this a desperate step beyond even Orwell, however, is the degeneration—set forth pitilessly in the actions of the protagonist, a successful journalist in his mid-thirties, and his family, friends, and associates—of the capacity for doubt, which motivated, even as it destroyed, Orwell's characters. In place of that doubt, we have neurosis, anxiety, ineffectual malaise, leading to nothing more subversive than terminal fantasy and commitment to an officially supervised end under the agreeable influence of the wonder drug Penultimon, doomsday device of the hallucinogens.

Why Cessation? Because the characters never think to ask that obvious question, the author never answers it. This, finally, is the most frustrating, frightening—and convincing—touch of all. The human condition, the ambiguities of the English language and the politics of Vietnam, among other things, conspire to tell a story with no moral whatever, no point to make, no explanation, no reason for being, no reference (we wish) to the real world.

Nothing, in fact, but an end.

Nicholas A. Samstag is a free-lance critic and newspaperman.

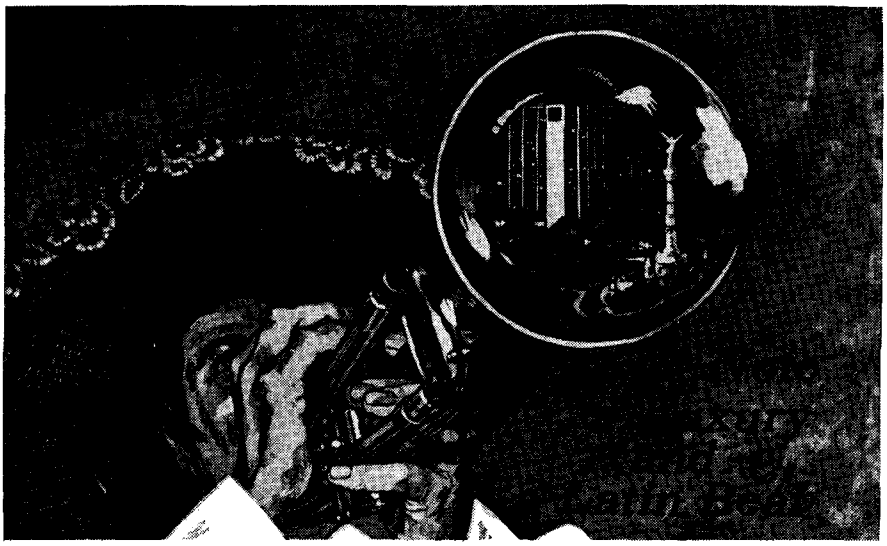
Stilwell

Continued from page 27

> His accusation captured the spirit of the time. Since the dissolution of wartime alliance with the Soviet Union, innate fear and hate of communism reasserted itself in America. On that dark yeast, grudge, ambition, and vindictiveness could feed, and demagogues grow fat. Hurley opened the journey toward the tawdry reign of terror soon to be imposed with such astonishing ease by Senator Joe McCarthy. The time of hysterics had arrived. America's China policy was its central issue, . . . and partisans of Chiang Kai-shek, collectively known as the China Lobby, its promoters.

The natural fruit of the demagogic campaign was the freezing of America's China policy in the counterrevolutionary mold. As Mrs. Tuchman puts it, "There is no more entangling alliance than aid to indigent friends." Our China policy today remains tied to Chiang Kai-shek, and the Chinese albatross still hangs around our neck.

For those prepared to accept the unvarnished truth important lessons can be learned from the Stilwell experience. One discovers that word and deed are not always the same thing in China, any more than at home. There is China's ingrained urge to manipulate



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other countries ("utilize for profit," the Chinese phrase has it) whether in peace or in war. And Chiang Kai-shek's stubborn opposition to an American policy directed toward getting him to expand his political base typified the antipathy of any military dictator to democratization. But an even more important truth is set forth in Mrs. Tuchman's conclusion: "Stilwell's mission was America's supreme try in China. . . . Yet the mission failed in its ultimate purpose because the goal was unachievable. The impulse was not Chinese. . . . China was a problem for which there was no American solution."

This finding has a broader application in a day when colonialism has played out its role in Asia. One sees striking parallels between the situation that existed in China during the Stilwell years and that in Southeast Asia today. Saigon and Bangkok have learned well from the example set by Chiang Kai-shek in his relations with the United States, and Vientiane and Pnompenh are proving apt pupils. But American policy-makers of the past two decades have seemingly not learned the supreme lesson of the Stilwell experience: an alien (and particularly Western) power, in this time of aroused Asian nationalism, has little chance of imposing its imperial will upon an Asian nation, even where the disparity is much greater than that between China and the United States—as great, say, as that between Vietnam and the U.S. To paraphrase Barbara Tuchman, Asia is a problem for which there is no American solution.

Construction Site

by Sonya Dorman

What my eye sees shining are suns,
struck from an I-beam, from
a truck's windshield, a cat's
tread cleaned sharp by rock,
or crescent moons on the grommets
at the edge of a tarp.

My eye registers a nova
as noon blooms in acetylene sparks,
as all over the site afternoon
strikes and strikes again.

What my eye sees are Pollux, Algol,
El Nath; they wink ruby and blue
from the studs in a driver's belt
though his cement mixer
is the color of an elephant.

At the dwindle of all this my head
burns like a broken bottle
in the day's gutter and the sun
goes down while my brain
keeps saying: look, I see a star.

Theater

Continued from page 16

premiere of *Is Anyone Listening?* by Joseph Hayes, who wrote the successful Broadway thriller *The Desperate Hours* some seasons back. *Is Anyone Listening?* is also a thriller, the story of a respectable, affluent lawyer whose home is invaded by a ruthless blackmailer. But the play attempts to be something more than suspense drama by making the blackmailer a rebellious hippie who quotes Jerry Rubin and who frequently seems more interested in terrorizing a pillar of the Establishment than he is in obtaining the money he demands. At any rate, the lawyer emerges from his ordeal wiser, less complacent about the fairness of our system of justice, and, thanks to revelations experienced under the influence of an involuntary LSD trip, freshly in love with his wife.

Under Richard Fallon's direction, the FSU production blends professional actors and students. Film star Dana Andrews plays the anguished lawyer, and Ken Gilman portrays the nasty hippie. Of the students, Sharon Crowe stands out as the beautiful seventeen-year-old girl in a couple of older men's soups.

As it emerged on opening night, *Is Anyone Listening?* had not yet succeeded in making some of its more sentimental moments convincing. Also, because the hippie is revealed to be psychotic and sadistic, his charges against the affluent society tend to be discounted by the audience. And, finally, the suspense is weakened by the inclusion of too much peripheral plot detail. The important thing, however, is that the playwright has come to a university community with a play about young people and their elders. What better place to find out how truly he has stated the case for both sides? Mr. Hayes is listening.

Back in New York, Russell Treyz's La Mama Experimental Theatre Club production of Mario Fratti's short satirical horror play *The Refrigerators* succeeded in catching this highly original work's absurd flavor. The central character is Penny Flowers, heiress to a fortune made in the refrigerator business. Diana Davila, who plays the role, is splendidly wry in her dignified and humane attempts to explain to an understandably astounded Italian servant the monstrous perversities she keeps in the family refrigerators. The events of the play are bawdy and outrageous, but Fratti skillfully keeps the merrily distorted proceedings within shooting distance of what could be, and probably is, going on.

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World of Dance

Walter Terry

—*Kayaert*

Paolo Bortoluzzi—"dancing of the highest order."

Dance Largess

IT'S BEEN WILD. Terpsichore has elbowed out her sister Muses, or tried to, in a project aimed at attracting every dance taste in Greater New York. Maurice Béjart's Ballet of the 20th Century [*SR*, Dec. 19 and 26, 1970] played to capacity in the 2,200-seat opera house of the Brooklyn Academy of Music. Rudolf Nureyev and the Australian Ballet at the City Center? No seats available. The New York City Ballet at the State Theater as always played to full houses. The marathon American Dance Season of nine modern dance companies (January 18 to March 13) at the ANTA Theater got off to a roaring start with the Alvin Ailey American Dance Theater [*SR*, Feb. 13]. There have also been the Siberian Dancers and Singers of Omsk, Inbal from Israel, and an array of Off-Broadway dance delights. Where to begin?

There was a vast discrepancy about what the grownups of the press wrote about Béjart and how the youngsters in the audience reacted to his work. The analysts were bent on saying that his choreographies were old Robbins or undigested Graham or undisciplined Balanchine. They were no such thing. There were lots that I didn't dig—I'm a grownup, too—but I liked what Béjart said on television about his choreography's being "seamless" in an age when mankind should need no more seams to hold us, by a thread, together. Thus, Béjart goes easily from an elegant Maryinsky arabesque to a mudra, from a saffron-robed Buddhist to a searching youth in blue jeans, from architectural movements set to the music of Bach to images of Siva as Nataraja, Lord of Dance.

We adults may well have been disconcerted by such seamlessness, but the kids, at curtain calls, were yelling, "We want Béjart!" Adults and youth alike could agree that the dancing itself was of the highest order—Paolo Bortoluzzi, Jorge Donn, Maina Gielgud, Suzanne Farrell, Tania Bari, other soloists, and, in one ballet, sixteen young men simultaneously doing double air turns with a prowess to shame the Bolshoi.

Seamlessness? At the turn of this century, the late Ruth St. Denis created *Radha*, a temple dance involving a Hindu goddess dancing a Buddhist theme in a Jain temple. The movements? They were deciphered from the *Encyclopaedia Britannica* by young Ruthie and wedded with steps seen in the Oriental tents at Coney Island. *Radha* changed the course of dance history. Is Béjart doing the same? I don't know. But he *is* speaking to the young generation, and, although I don't like everything he does any more than I like to hear noisy rock for endless hours, it is clear he's made it in America as well as in Belgium (where his is the national ballet company) and throughout Europe. One thing I will protest: *All* of his creations are much too long, and in a capsule age time is of the essence. But to the young, did Woodstock seem unduly long?

The Australian Ballet, co-directed by Dame Peggy van Praagh and Sir Robert Helpmann, and with Rudolf Nureyev getting top billing as guest artist, gave us a pleasant season. It got off to a rather shaky start since Nureyev was not in top form (later in the engagement he was a dazzler, as is his wont) and because his staging of the Petipa-Minkus *Don Quixote* (which Plisetskaya and the Bolshoi do so superbly) was just a little beyond the capabilities of a young and lively troupe barely eight years old. Subsequently, the dancers showed themselves off to much better effect in Sir Frederick Ashton's bubbly and modest *Les Rendezvous* (Auber), in Nureyev's really beautiful divertissements from the Petipa-Glazounov *Raymonda*, and in other short pieces.

At the present, I would say that the Australian Ballet has not yet reached national caliber, but that it excellently represents ballet on a state or municipal level, such as our own Pennsylvania Ballet or Boston Ballet. But its present is instantly appealing and its future most bright.

The Siberian Dancers and Singers of Omsk, in their engagement at Carnegie Hall, were absolutely irresistible. I found them as virtuosic as the Moiseyev Dancers from Moscow, as funny in comedy, sweeter in romance, and even more personable. The entire program, directed by Yuri Yurovsky, was a joy. The singing and instrumental music were delightful (including American songs); the bosomy women were healthy, handsome, and glowing; and the young men bounded through their muscularly demanding steps, on the earth and in the air, with the exuberance of children and the fearlessness of creatures of the wild. (Incidentally, militant groups caused interruptions protesting the Soviet Union's treatment of its Jews; ironically, major members of this troupe are Jewish.)

Continuing with the American Dance Season at the ANTA, let me say that the veteran Pearl Lang, a beautiful woman and a lovely dancer, suddenly seemed passée, as if time had stood still and that she were still an unwilling disciple of Martha Graham. Her mannerisms, personally and choreographically, get more Grahamesque as the years pass, and this is a pity since she is neither herself nor the real thing. Yet, she is to be respected as a serious and devoted artist of dancing. As for young Louis Falco, he is going through a self-indulgent period. He is a glorious dancer, but some of his newer dances are like inside happenings. He had better take a second look at structured theater, because he's much too good to waste himself on public experiments (they belong in studios).

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As Others See Us

PARIS:

Hardening Attitude

IT REMAINS to be seen whether Washington would be willing to give its blessing to the agreement [between the U.S.S.R. and West Germany] envisaged and whether it genuinely wants a European conference. Moscow is becoming increasingly skeptical on this score. Some Western observers even believe that the most serious obstacles to [German Chancellor] Willy Brandt's *Ostpolitik* are now being posed by the United States.

This point raises the more general problem of Soviet-American relations, which have been causing some anxiety since last summer. At that time, however, the observers admitted the climate generated by the U.S. mid-term elections had to be taken into account.

But more than two months have elapsed since the Americans went to the polls, and Mr. Nixon has made no conciliatory gestures. On the contrary, signs of a hardened American attitude have appeared in various parts of the world, particularly Vietnam, and Moscow believes that Washington is beginning to interrelate certain negotiations that it had hoped here would be treated as separate matters.

—Le Monde.

ROME:

A Tactical Variation

WHAT IS the real reason for the appointment of John Connally [as Secretary of the Treasury]? Nixon hopes not so much to better his relations with Congress as to obtain Texas's twenty-six Presidential electors. Having seen the failure of his "Southern strategy," he is launching a tactical variation, turning to the economic interests of the South and Southwest and consolidating his ties to the oil companies.

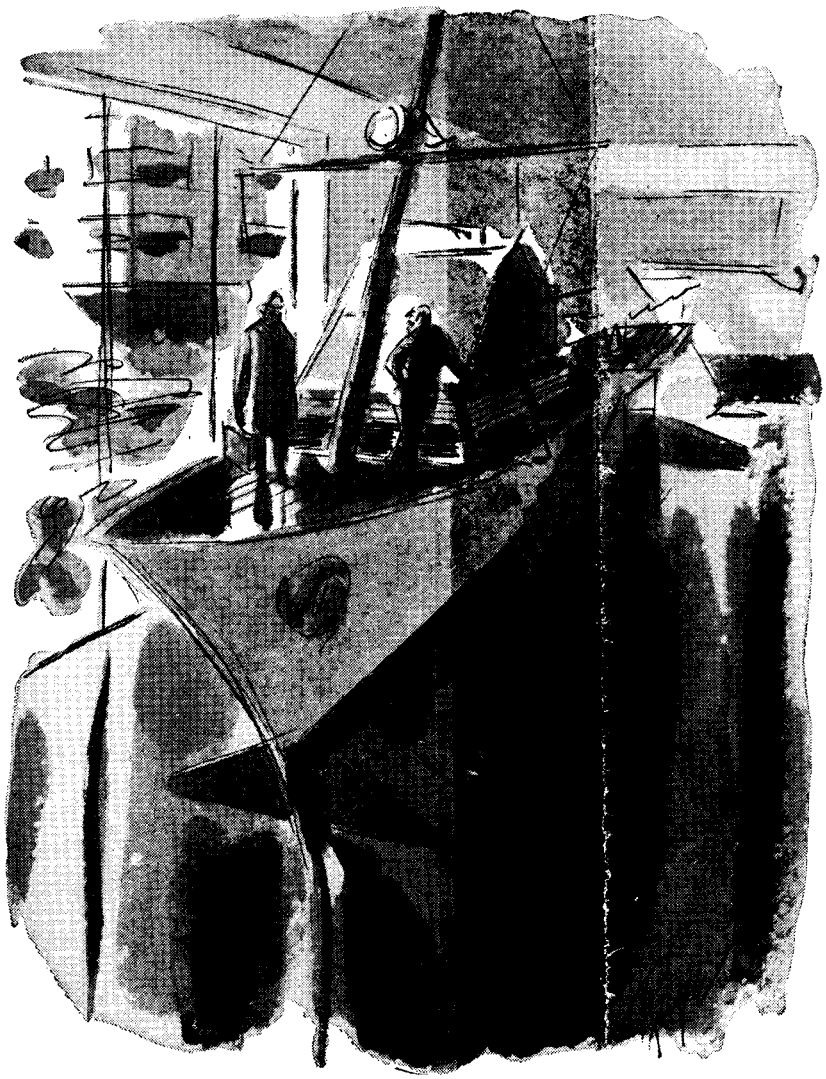
—Espresso.

BONN:

Strengthening Vietcong Morale

WORLD PUBLIC OPINION had already been psychologically conditioned toward a rapid military disengagement of the United States in Vietnam. . . . The world was shocked at massive American air strikes. . . . The question remains whether this blow will help the GIs retreat from the jungle, which must have been the real reason for the attack. . . . It is to be feared that once again the fighting morale of the Vietcong will be strengthened rather than weakened, not to mention the fact that Nixon's domestic enemies are again manning the barricades. . . . [Hanoi's] negotiators cannot be bombed into accepting political solutions for ending the war.

—Vorwaerts.



"She sleeps ten, and drinks twenty-five."

MOSCOW:

Capitalist Finances

ONE OF THE SOURCES of the instability of the currency and financial systems of the West is the chronic ailment of the American dollar. The cause is the exorbitantly inflated military spending of the United States, its notorious "overseas commitments," [especially] the costly and inglorious Vietnamese venture.

Everything points first to increased U.S. spending on its reckless policy of strength and, second, to the shifting of an ever greater share of this financial burden onto the backs of West European allies.

The hegemony of the devaluating dollar in the capitalist world threatens serious upheavals in the economies and finances of the West European countries. America's refusal to shape its relations with its allies on the basis of equality and mutual benefit exposes Washington's real attitude toward Western Europe, which for the United States is only an instrument of global imperialist policy, the aims of which are far from the interests of fruitful cooperation on an equal footing.

—Izvestia.

PEKING:

At the Expense of Others

APO's [Andean Pact Organization] five member states [Chile, Peru, Bolivia, Ecuador, and Colombia] have a

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combined population of fifty-two million inhabiting an area of more than 4.7 million square kilometers. They occupy an important place in the world in their high output of copper, tin, coffee, and marine products. . . . The [United States] carries on a ruthless exploitation and unbridled plunder of their resources. In recent years, the United States has adopted many measures to enrich itself at the expense of others and tried a thousand and one ways to shift the worsening U.S. economic crisis on to the Latin American countries.

—*Peking Review.*

MADRAS:

Holding Off the Giant

THE DETERMINATION to hold off the American giant is the basic motivation behind the current European drive to turn the Common Market into an economic and monetary union. The Europeans are convinced that the U.S. industrial and financial penetration of their territory is greatly facilitated by the role of the dollar as a reserve currency and the vast growth of the Eurodollar market. . . . Some skeptics insist that a true European state is not one decade but many decades away. Immediately, they say, European nationalists are simply trying to rid themselves of American dominance.

Yet European attitudes toward America are far from simple. On the contrary, they seem to be a complicated mixture of aggression and dependence. This is even true in the economic area, where European governments frequently seek to attract investment and European firms still want access to American technology as well as financial resources. The Europeans still know that they need America militarily—as well as economically.

—*The Hindu.*

BUDAPEST:

Adventurous Policy

AN ANTI-NIXON protest day was commemorated by a mass meeting in Budapest recently. This day was occasioned by the fact that the President of the United States, inaugurated two years ago, has not only ignored his promise but actually has intensified the adventurous policy of the American imperialists during his term of office. Mrs. Nándor Sebestyén, secretary of the National Council for Peace, pointed out that by its aggression against the people of Indochina the United States has lost prestige in the world and with its own people. . . .

—*Magyar Távirati Iroda.*

Letters to the World's Editors

The Voice of the People in the Foreign Press

Flash in the Pan

WE HAVE HEARD through the overseas service of the BBC that on his recent South African tour the Archbishop of Canterbury at times felt his room was "bugged." May I reassure His Grace that the tadpoles in his toilet when he visited us were quite innocent and due to a last-minute calamity in our water supply.

—*Dr. A. H. Mowbray,*
The Manchester Guardian Weekly.

Wasteful Conservation

I WOULD LIKE to object most strongly to the publicity being given to the conservation of wildlife in recent months. In this world today we have millions of humans dying of malnutrition, millions who die of cancer, millions who live in poverty and filth, and many other human dilemmas that desperately require public finance.

Why then must we see famous men and women using their valuable time and talents on something that—although a good cause—is not worthy in times when we have much more important priorities? Surely no sane person could put wild animals before the lives of fellow humans.

—*A. Alexander-Webber,*
The Sunday Times, London.

Trudeau for Catalyst

PIERRE ELLIOTT TRUDEAU, as our Prime Minister, could seize the initiative for Canada and promote the Commonwealth of Nations as the most influential power for peace in the world. It could become the power between the opposing forces of communism and U.S. capitalism and act as the catalyst to restore some balance and reason to the world. It could do what the sterile United Nations has failed to do.

—*Harry E. Porter,*
The Telegram, Toronto.

Absolute Ignorance

WHILE I WAS in the United States, I was appalled at how little Canada concerned Americans. Yet this is the country to which America has begun to look seriously for natural resources, including oil and gas, water, and many minerals. Most of the interest evinced in Canada concerned the climate of opinion as it related to investment, business opportunities, possibilities of take-overs. There was little interest and even less knowledge in the daily affairs, culture, mode of government, and many unique experiences Canada has to offer. On several occasions I had to entertain such questions as: Is there free enterprise in Canada? Is Pierre Trudeau a Communist because he trades with Red China? Isn't one of your provinces a Communist state (NDP in Saskatchewan)? Few people had heard of Gordon Lightfoot, Joni Mitchell, et al., or were aware of Canada's considerable contribution to the concert stage, ballet, and literature. This absolute ignorance of a country, this prevalent disinterest, when economic and commercial interests were so strong, was very disturbing to me.

—*Wayne W. Brideaux,*
The Globe and Mail, Toronto.

The General's Last Smoke

ONE WITH WHOM will power succeeded was the late General de Gaulle, a very heavy smoker at one time. "I told my wife, my staff, my whole entourage that I had stopped smoking," he records. "After that, everything was simplicity itself. I couldn't very well smoke after that, could I?"

—*Finbarr Slattery,*
The Observer, London.

Raising Levels

THE INTRODUCTION of commercial broadcasting could be a blessing if it would prompt the BBC to give up the popularity contest and assume its proper role as a cultural and educational institution. The broadcasting of pop music and the showing of cowboys, gangsters, and nudes can safely be left to commercial enterprise, while the activities of a public corporation ought to be aimed at raising (or at least maintaining rather than lowering) the moral, intellectual, and esthetic levels of the country.

—*Professor S. L. Andreski,*
The Manchester Guardian Weekly.

Buying a President

THE DEATH of the bill to limit television spending in American elections is not unexpected. Americans are now guaranteed the very best President money can buy.

—*Peter Burstyn,*
The Economist, London.

Wrong There, Too

SURELY, it is now time to kill once and for all the myth that weather trends can be forecast accurately for a month in advance. The white Christmas came really as no surprise after the mid-December forecast of very mild weather with little prospect of snow. Many will also recall that the mid-May forecast promised a month of heavier rainfall than usual; almost all the country then had thirty days of clear skies—the best spell for ages.

—*P. M. A. Whittaker,*
The Times, London.

—Compiled by NICHOLAS G. BALINT.

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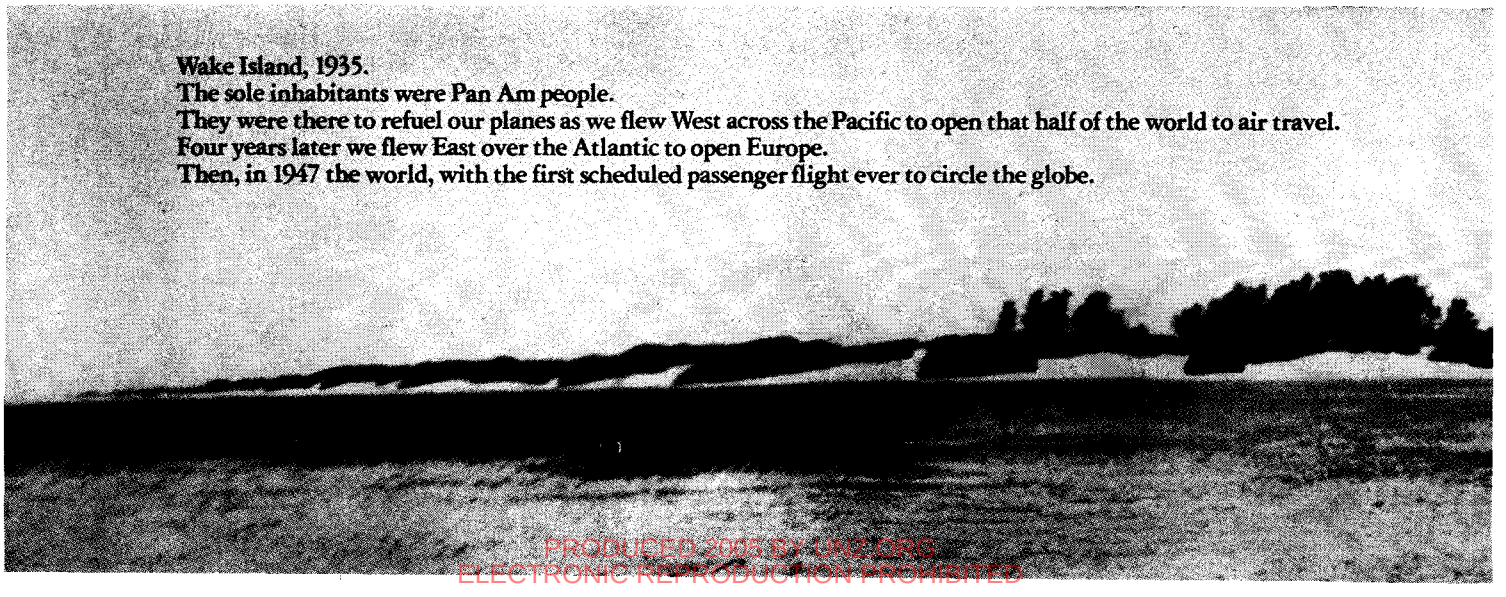
1935 First airline to install facilities for heating food on board.
1935 First airline to fly the Pacific.
1936 First airline to inaugurate cargo service over the Pacific.
1937 First U.S. airline to offer service to Bermuda.
1939 First airline over the Atlantic with mail and passenger service.
1940 First airline to assign a flight meteorologist to aircraft crews.
1940 First airline to inaugurate direct air service between the U.S. and Alaska.
1941 First airline to inaugurate regularly scheduled service to Africa.
1942 First airline to complete a round-the-world flight.
1942 First airline to offer international service with all-cargo aircraft.
1945 First airline to show full length movies.
1946 First airline to fly the great circle route to Tokyo.
1947 First airline to build and operate hotels in foreign countries to insure adequate accommodations for air travelers.
1948 First airline to provide regularly scheduled low-cost tourist service anywhere in the world.
1948 First airline to offer menu selection aloft.
1948 First airline to offer service between the West Coast and Hawaii.
1951 First airline to publish a comprehensive international travel guide. ("New Horizons® World Guide," most popular travel guide ever published.)
1953 First airline to introduce a pay-later plan.
1955 First airline to order U.S. commercial jets.
1958 First airline to operate scheduled transatlantic service with U.S. built jets.
1959 First airline to open a scheduled round-the-world jet service.
1961 First airline to offer a worldwide marketing service for shippers and importers around the world.
1962 First airline to make 100,000 transatlantic flights.
1962 First airline to establish a global electronic reservations system.
1964 First airline to relay in-flight messages via Satellite Syncom III.
1965 First airline to operate round-the-world jet freighters.
1966 First airline to order the Boeing 747 superjet.
1970 First airline to fly the 747.
1970 First airline to fly one million passengers on the 747.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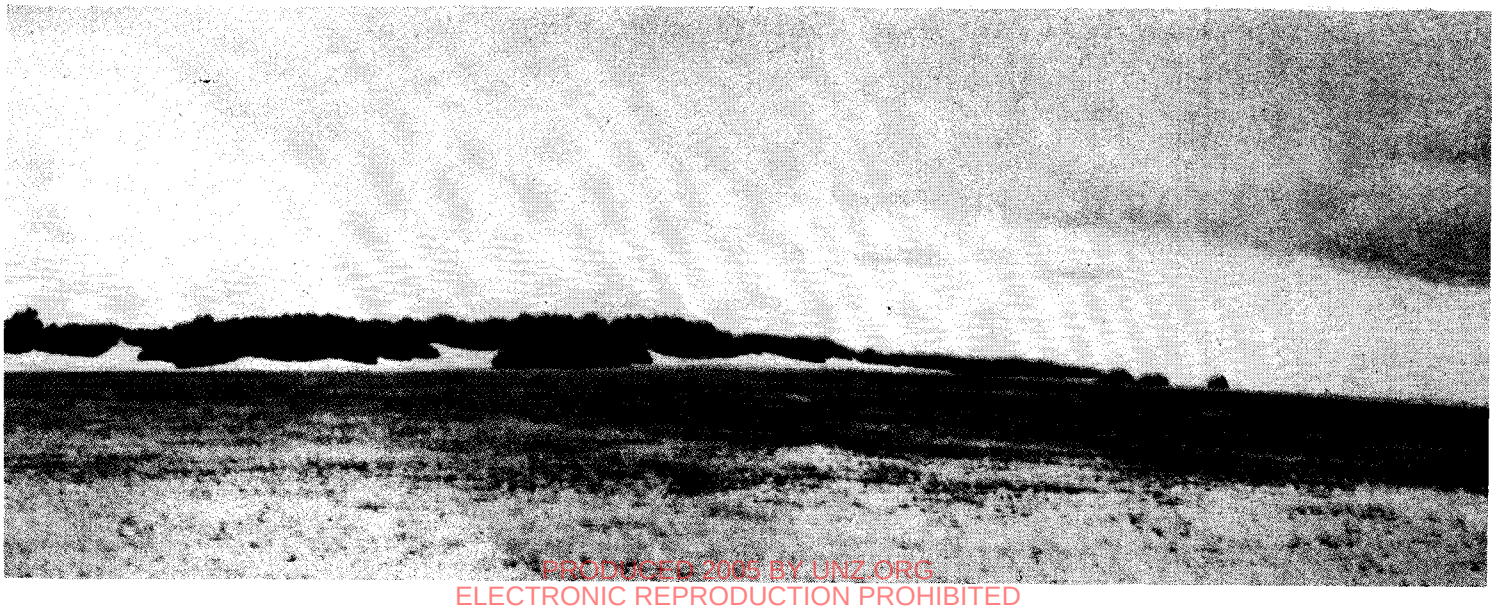

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Music to My Ears

Irving Kolodin

Zabaleta at the Harp; Klara Barlow at the Met

THE VIRTUES of preserving, protecting, and promoting the activities of the Chamber Music Society of Lincoln Center were subtly underscored at its latest exercises in Alice Tully Hall. Lacking a Beethoven or Brahms quartet or any of the other works commonly called "substantial," the program nevertheless provided substantive pleasure in the opportunity it afforded for Nicanor Zabaleta to demonstrate why many consider this Spaniard the greatest harpist in the world today, a suitable successor to such virtuosi of old as Carlos Salzedo and Marcel Grandjany.

To be sure, his art was not purveyed in anything so gross as a virtuoso work. Harpists of the Zabaleta stripe (which is, of course, the royal purple) do not traffic in the demonstrative, the overt, or the ostentatious. They are the patricians of their profession, for whom a pure harmonic, a sparkling glissando, or a glistening arabesque calls for plaudits on behalf of their deftness in the low end of the dynamic scale as a bruising *fortissimo* arouses the beast in piano fanciers. Of necessity, they do not have the same quantity of followers, but those who have heard the call are enlisted for the duration.

Zabaleta recalled the perfection he has dispensed on prior visits to this country in the warmth of sound and the richness of colors he provided for his part of Camille Saint-Saëns's *Fantaisie,* for which the violinist was Charles Treger. This is the kind of work in which any deviation from absolute fidelity to its spun-sugar artifices, its layer-cake architecture, can result either in collapse of the air-supported structure or, what is worse, tastelessness. Zabaleta's scheme of resonances spun a web of support around everything that was heard, including the superbly glossy sound produced by Treger. Later Zabaleta was heard with Paula Robison, flute, and Walter Trampler, viola, in a Debussy sonata *a tre* and, in conjunction with Treger, violinist Romuald Tecco, cellist Laurence Lesser, and clarinetist Larry Combs, in the Ravel Introduction and Allegro.

On behalf of its obligation to contemporary composers, the Society offered a world premiere of a work commissioned from William Sydeman, entitled *Malediction.* It is a setting of an excerpt from Laurence Sterne's *Tristram Shandy,* described, in Harris Goldsmith's helpful annotations, as "a parody of an excommunication curse." It utilizes a tenor, who pops up periodically from a large box at stage rear to articulate some portion of the text; a string quartet that intrudes its own comments; a taped mélange of electronic and *concrète* sound; and a leather-jacketed, goggled "stage manager" who adds syllabic abrasion from time to time. The elaborate means are the most creative part of Sydeman's achievement, for the fragments of sound assigned to the quartet are uninteresting, the substance of the tenor's declamation unintelligible. This is no indictment of Michael Best, whose high, well-focused tones were suitably controlled. The evening began with an affectionate performance of Mozart's F-major Oboe Quartet (K.370) for which Leonard Arner was the fastidious master of the double reed, the Messrs. Treger, Trampler, and Lesser his string instrument associates.

The measure of the discipline Karl Böhm has imposed on the Metropolitan's production of Beethoven's *Fidelio* was tested and not found wanting on a recent occasion that presented six cast changes, all in major roles. With the exception of Giorgio Tozzi as Rocco, it was an alignment altogether different from the one with which Böhm had rehearsed the still new production only weeks ago.

By a sequence of circumstances left unexplained to the public, the Leonore making her Metropolitan debut was not Catarina Ligendza but Klara Barlow, an American soprano all but unknown here. This is not a condition likely to endure much longer, for the tall, clear-voiced Miss Barlow, who has spent most of her recent career in Germany (on the West Coast she has sung Salome in Seattle and Leonore in Portland), survived the exacting introduction with considerable credit. Her bright, strong voice is not big enough to conquer an auditorium of the Metropolitan's size without strain, but she had sufficient assurance to bring off her big solo scene effectively. In Act II, noticeably relaxed and more able to do herself justice, Miss Barlow gave evidence of the kind of vocal qualifications to make a likely Eva in *Die Meistersinger,* or Elsa or Elisabeth. Musicianship, a well-coordinated body, and clean enunciation of the German text were supporting attributes for a Leonore much above average in physical credibility and dramatic conviction.

In the absence of Jon Vickers, the Florestan was Robert Nagy, more than a little hard pressed by the high range of the opening dungeon scene, but even more convincing, dramatically, than he had been as the Emperor in Strauss's *Frau ohne Schatten* earlier in the season. Edith Mathis, promised as Marzelline of the original cast but only just recovered from an indisposition that kept her at home in England, was a sure vocalist and an appealing actress in a part that is, really, a little undersized for her voice. As Jacquino, the American-born Leo Goeke showed the strong, light tenor sound from which superior operatic artistry can be evolved and an attractive personality for all manner of lyric German roles. Finally, Paul Plishka sustained the requirements of the Minister of Justice with suitable dignity, both of sound and demeanor. But it was the driving application of Böhm, through the *Leonore* No. 3 (powerfully well played by the orchestra), which lifted the level of the finale to an audience-encompassing fervor.

Peter Pears's inability to fulfill his engagement with Seiji Ozawa as conductor of the New York Philharmonic Orchestra provided a second solo opportunity for Garrick Ohlsson to acquaint New Yorkers with the order of ability that won him first prize in the Chopin International Competition in Warsaw last fall. Ohlsson left some doubt that the full extent of his pianistic capacity had been exposed in the work allotted to him. This time it was the Beethoven C-major, whose requirements he fulfilled with fluency, taste, and the kind of musical flexibility that characterize the true interpretative temperament. There remained a sense of power in reserve whose exposure must await another work, another time. Ozawa's program also included a Handel Concerto Grosso (Op. 6, No. 12 in B minor), Takemitsu's *The Dorian Horizon,* and the *Ma Mère l'Oye* Suite of Ravel.

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EDUCATION IN AMERICA

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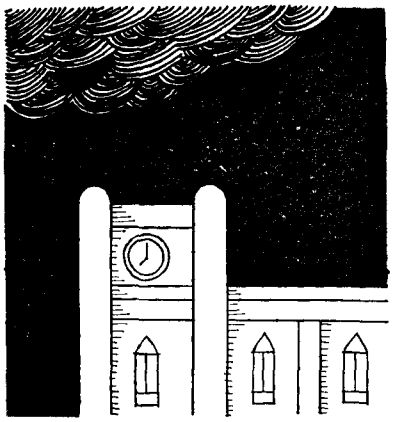

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Higher education is in trouble today on many fronts, and the future of private colleges and universities appears particularly bleak. The most obvious—and most immediate—problem is financial survival. The most affluent universities are caught in an increasingly serious bind, while small liberal arts colleges are facing an even more precarious future. But the financial crisis is not the only problem. Issues of access to higher education, degree programs, governance, faculty policy, and graduate education are equally pressing.

The nation's colleges and universities have not lacked for perceptive diagnoses of institutional ailments, nor for learned prescriptions for their cure. Many individuals and groups have had their say in recent years. But few, if any, of these pronouncements are likely to carry the weight of two prestigious reports released almost simultaneously last month. First is the report of the Assembly on University Goals and Governance, founded in 1969 by the American Academy of Arts and Sciences (reprinted in *The Chronicle of Higher Education*, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036). The second is *Less Time, More Options: Education Beyond the High School* (McGraw-Hill), a special report and recommendations by the Carnegie Commission on Higher Education. The two reports, prepared by quite different, but equally eminent, groups of scholars, administrators, and laymen, coincide at many points in their analysis and recommendations. Among the most interesting areas of agreement are those calling for the radical reformation of undergraduate education.

Clearly both groups are prescribing a shift in emphasis at the undergraduate level from education to learning—from educational institutions, with many certification functions, to learning centers capable of serving a far wider public. In order to achieve this central shift in focus from the institution to the learner, both reports make numerous specific recommendations for introducing greater flexibility in the education enterprise in order to serve future needs for lifetime learning. "Education should become more a part of all of life, and less all of a part of life," the Carnegie Commission asserts. "Society would gain if work and study were mixed throughout a lifetime," the commission says.

Similarly, the report of the Assembly on Goals and Governance asserts that "The tradition that a bachelor's degree is awarded at the end of four years of formal study [should] be challenged. Certain students might obtain their first degree in one, two, or three years; others might obtain it in five, six, or seven years. . . . Students should be able to defer or interrupt college, graduate, or professional school, precisely because there is no rhythm or pattern of intellectual curiosity or social maturity that is common to all."

Both reports also tie in reform of higher education with problems of finance. The Carnegie Commission report states explicitly that the sweeping reforms it recommends "could result in a reduction of operating expenditures for higher education by 10 to 15 per cent a year below levels that would otherwise prevail by 1980."

Human institutions are marvelously resistant to change—to self-renewal—and educational institutions are, by definition, conservators of the past. But it may be that the current financial pinch offers special incentives for a realistic reappraisal of traditional assumptions and practices in higher education. If this proves to be the case, if our colleges and universities reach out boldly in their search for new directions, the current trauma could prove to be a blessing in disguise. —J. C.

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Letters to the Education Editor

Industry in Education

ROBERT W. LOCKE's article "Has the Education Industry Lost Its Nerve?" [*SR*, Jan. 16] is a timely but incomplete assessment of corporate adventurism in the classroom. It was earlier predicted that the lively scramble of the corporate giants to dominate the "knowledge industry," under the incentives of title monies and the supine posture of education, would fail to produce more than curiosity, surely not profits, nor any measurable increase in learning. Mr. Locke's signaling of the demise of many industrial-educational suppliers should be no surprise: The educational industry didn't lose its nerve—it never had a clear-cut picture of the needs of its intended market. And, whether traditional or not, education was never the "down and out" institution depicted by marketing reports. Change was in the wind throughout the late 1960s, but it was not prompted by industry in its relations with education.

RONALD G. KLIETSCH, President,
Instructional Simulations, Inc.,
St. Paul, Minn.

IF THE EDUCATION industry has lost its nerve, as Robert Locke suggests, it may be a case of mutual disenchantment. Mr. Locke's preoccupation with education as a potentially exploitable industry has dimmed his vision, as indeed it may have limited that of the electronic and computer firms that attempted in 1964-65 to acquire their way into the market. At the same time, education itself is guilty of the worst kind of myopia, born I fear of an innate distrust of anyone outside the education Establishment.

The recently awarded performance contracts for pilot remediation centers—eighteen individual centers contracted by OEO to six private companies—may well help determine the direction remediation efforts will take in the immediate future, although it is too early to tell until the post-test results are all in at the end of this school year. However, if past experience counts for anything, the odds are that the education Establishment will make every effort to "shoot down" these private enterprise interlopers if only to recapture an educational function the Establishment believes is rightly its own. Yet, if the professional educators would stave off what many of them consider an intrusion into their sacred domain by performance contractors, they would be well advised to re-examine their priorities in light of their own past and present performances.

JAMES E. VAUGHAN,
Vice President,
PLAN (Programed Learning Aids National), Inc.,
Little Rock, Ark.

RATHER DISCOURAGING to see Robert Locke take the easy way out by blaming educational technology's problems on educators' conservatism. If his allegation is correct, that is where his article should have begun.

Actually, his allegation is very weak. Ask any teacher who has been in the classroom for a dozen or so years. It will be found that we have initiated or adapted to far more upheavals in community mores, ethics, and values than has any other functional agency in our society.

What we don't need is someone blaming our shortcomings on conservatism. If we are not moving fast enough, what we do need is someone with guts and gumption enough to come into our classrooms and help us air the true sources of the conditions that are setting the limits on what we can accomplish. And then you can count on us to help bring educational technology to bear on these sources.

JOHN H. WOODBURN,
Chevy Chase, Md.

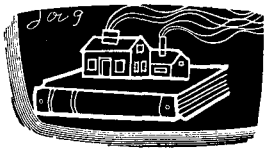
THE ARTICLE by Robert Locke brings the best news I have had in ages. Those of us who have earned a living teaching that humans learn best from other humans, rather than from inanimate materials and machines, can take heart. Sylvia Ashton-Warner is in the U.S.A. Silberman has lowered a long overdue boom on crises in the classroom. Now maybe the "edbiz" boys are losing their nerve. Things are looking up.

JEANNETTE VEATCH,
Professor of Education,
Arizona State University,
Tempe, Ariz.

Are Dropouts the Best Alums?

ARTHUR W. CHICKERING in his article "The Best Colleges Have the Least Effect" [*SR*, Jan. 16] obviously disapproves of standard admission procedures and generally accepted curriculums. The colleges he considers most important in individual student development are those in which change is most dramatic. It would seem that visiting scholars believe creativity to be the most desirable trait in a student; and, *ipso facto*, that college which stimulates this characteristic in a student most productive. Seldom are we told what he means by "creativity."

Perhaps Mr. Chickering is speaking of the arts when he refers to the creative impulse of those "misfits" in our higher educational system. Only cretins, of course, would dispute that those creators of whom he speaks do not compare favorably with Mozart, Beethoven, Shakespeare, Conrad, Gauguin, etc. Did the personal discipline imposed by art stifle them as today the colleges stifle our new generation of creators? We must be patient with those who feel that to create one must know what has gone before; we must make some discernible effort to develop under competent supervision and then strike out.



ROBERT J. MACMICHAEL,
Detroit, Mich.

I FOUND Arthur Chickering's article extremely penetrating on an aspect of college choice and college effect that is not at all well understood among the high school and college professionals who advise students. I hope it will be widely read. As a school administrator as well as a parent, I have only slowly come to realize that most of the "help" students receive in making their college choices is spurious.

Almost every college seems to have as its most illustrious "alumnus" someone who did not stay to receive a degree.

ROY C. TURNBAUGH,
Superintendent of Schools,
Geneva, Ill.

The Joker Wasn't Parochaid

STEPHEN ARONS's article "The Joker in Private School Aid" [*SR*, Jan. 16], itself contains jokers. The title led me to expect that here at last was an exposé of parochial aid for what it really was—and for what it was not.

But here is joker No. 1: Professor Arons supports tax aid for private schools. He just wants it given in a different way. The voucher system, which he espouses, he says was designed to avoid the "pitfalls" of the "purchase-of-services" type of aid, which he attacks.

Joker No. 2 in his article is one that opponents of parochial aid have found to be the joker in all campaigns, namely, a pretense that the basic purpose is secular and relates only to education. Pursuing this line, Arons buries the religious issue under a thick overlay of erudite rhetoric about education and school taxes.

While Arons makes no claim that the voucher system would force improvement in the public schools, no advocate of the system should be permitted to evade consideration of its possible effects on the public schools. The consequences of permitting each family every year to choose between the public and the private school for their children can only throw long-term public education planning and finance into chaos. Any hope of innovation and experimentation in public education would vanish, for such ventures call for pre-planning and new money.

As for the Constitutional issue, the voucher system, like the purchase-of-services system, still conveys the tax dollar to religious schools. Only the route is more circuitous. Arons argues that, because tax money goes through more hands, it thereby "insulates church and state."

The only honest issue in the parochial aid controversy is the religious issue. Must the taxpayer contribute to the support of a religious institution the doctrines of which he cannot accept? Is the Constitutional guarantee of freedom of religion no longer viable in America? Must we consequently turn the clock back to the religious injustices of an earlier age? This issue is *not* a joker.

DOROTHY LEONARD JUDD,
Grand Rapids, Mich.

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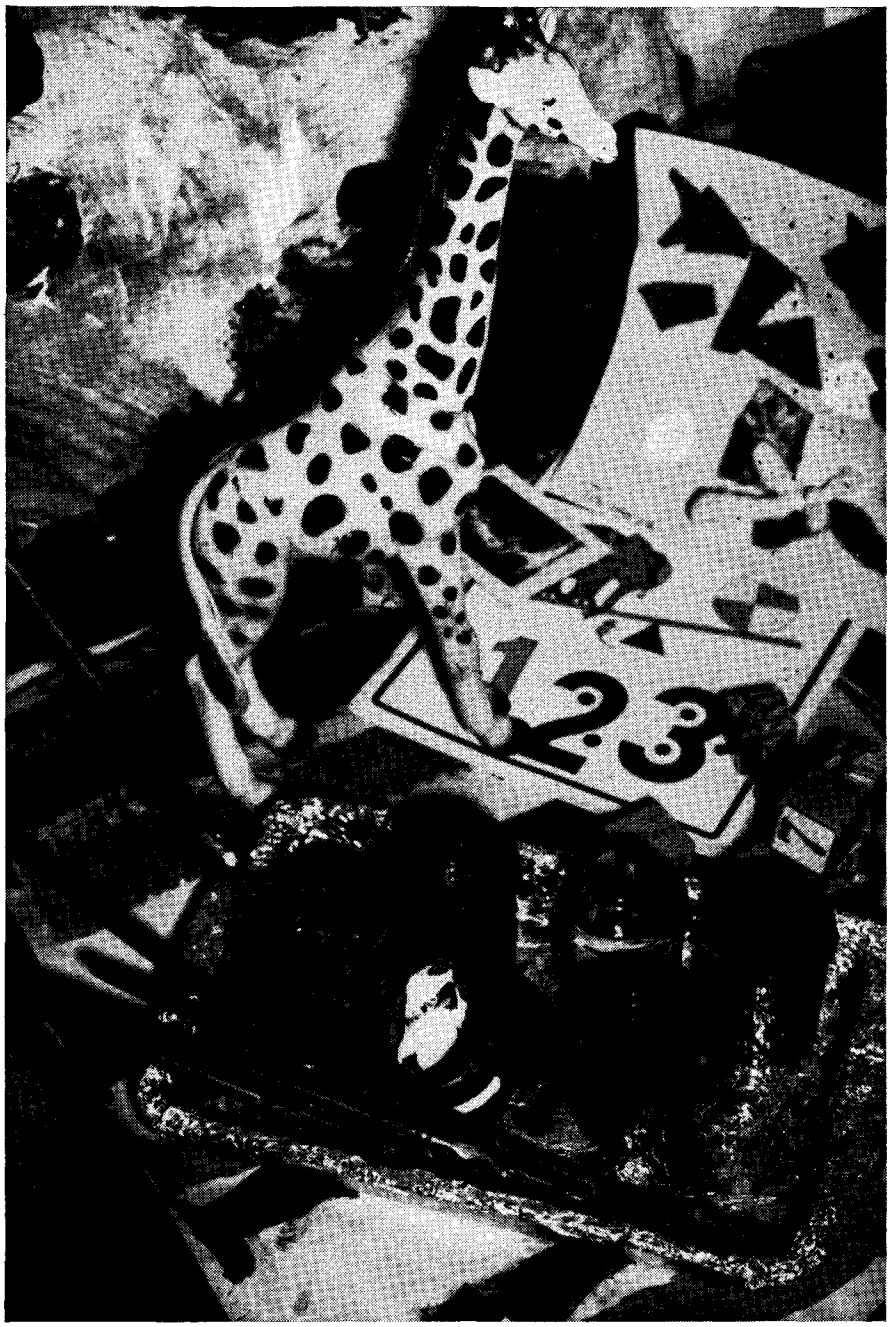
A TIMID GIANT GROWS BOLDER

by BETTYE M. CALDWELL



—*Bob Cato*

"Day care is 'in,' and the groups that neglected it now claim it as their own."

In recent months "day care"—an awkward and somewhat insulting term that few people used in either professional or personal vocabularies as recently as five years ago—has become a household term. Widely heralded by its advocates as a near panacea for many public ills, demanded by women as a civil right, offered as an employment lure by companies hiring large numbers of women, requested by city planners and boards of anti-poverty organizations, and recommended as an essential first step in reducing the large numbers of persons receiving welfare—how could the field have more status? But this pleasurable situation is very new.

Until recently, day care was but a poor relation of both social service and education. Neither field seemed disposed to embrace it fully or to recognize its legitimacy. But, historically speaking, day care has been much closer to the field of social welfare than to education. In fact, it is from the field of social service (child welfare, in particular) that day care received its definition as *care and protection* for children from *families with some type of social pathology*.

Early literature on day care generally took special pains to differentiate day care from education. For example, in the 1960 edition of the Child Welfare League of America's *Standards for Day Care Service* (which sets the standards for all agencies in the field), one finds day care delimited as follows:

> Day-care service has to be differentiated from the nursery school or kindergarten, and from extended school services and other programs for school-age children offered as part of elementary school systems. These have education of young children as their main purpose. The primary purpose of a day-care service is the care and protection of children. This purpose, the reasons for which a child and family may need it, and the responsibility shared with parents distinguish a day-care service from education programs.

At the time the day-care movement gained adherents and momentum in America we wanted to protect young children from such hazards as inadequate supervision, insufficient food, lack of shelter, and physical abuse. As today's knowledge about the importance of early experience for child development was only faintly limned in our consciousness at that time, it is not surprising that the prevailing concept of quality day care failed to recognize education as an integral part of "care and protection."

A second factor that undoubtedly kept the day-care field slightly outside the bounds of general respectability was the designation of the family with problems as the primary group for whom the service was appropriate. To quote once again from the Child Wel-

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fare League's influential *Standards*:

> Day care, as a child welfare service, is an expression of the community's concern for the welfare and protection of *children whose parents need help* in providing the care, protection, and experiences essential for their healthy development [emphasis added].

The pamphlet goes on to identify such children as those whose mothers work, whose fathers might not be in the home, who are ill or have emotional problems, or who live in poor housing conditions. Certainly if families must see themselves as exemplifying social pathology in order to use day-care services, the field is not likely to be embraced by those who could give it status in the larger society.

Suddenly, however, day care is "in," and the groups that once neglected it now claim it as their own. Money that cannot be obtained for "early childhood education" may possibly be found for day care. Fundamental child welfare programs that cannot be launched independently can possibly be made available as riders on day-care appropriations. How do we explain the sudden popularity?

One reason that the number of day-care centers did not increase substantially for many years was the implicit fear that, if more such facilities were available, more mothers would be tempted to work outside the home. Yet more mothers *have* gone to work outside the home, including mothers with children younger than six. And these are generally conscientious mothers who want good child care during their working hours. Although relatives and neighbors still constitute by far the most frequently used child-care resources, more and more women have learned about day care, especially educational day care, and have come to request or demand such facilities for their own children. Furthermore, whereas national social policy formerly endorsed financial subsidies to keep mothers with young children at home (the Aid to Families with Dependent Children program), this policy is currently being re-examined. Training and employment of mothers are being urged, and quality day care is recognized as essential to this policy.

Employers also are turning to day-care programs as a way of attracting female workers and reducing absenteeism from the job. The best-known modern program exemplifying this is the day-care program operated in conjunction with the KLH factory in Cambridge, Massachusetts. Similar programs were funded under the Lanham Act during World War II, only to be discontinued at the end of the war when returning veterans dramatically changed the employment picture and displaced large numbers of women from their jobs.

Today, that pattern is being reversed by advocates of civil and personal rights for women. It has taken this group to strip day care of its social-pathology orientation. Stressing that personal fulfillment is a right to be shared by men and women alike and that child care is not the only valid avenue through which women may gain fulfillment, proponents of the Women's Liberation movement have demanded quality day care as a means to that personal fulfillment. At the 1970 White House Conference on Children last December, delegates representing various women's groups were among the most vocal in their demands that child care be made available around the clock throughout the year for all who want it, not just for indigent or minority groups. Such delegates also vehemently urged that federally supported day care be completely divorced from public assistance—thus officially removing the taint of social pathology from day-care services.

Despite the importance of these developments, however, the most fundamental influence has been the steady flow of information about the importance of the early childhood years. Evidence has gradually accumulated that certain kinds of experiences during the early years greatly influence how a child grows up in this society. Although the data are based on only about five years of research, the results have filtered out from scientific laboratories to popular magazines and thence to parents of all social classes, and the result is that parents are clamoring for more such programs for their children. As many of these same parents need child care, the request is generally for day care rather than "early education" per se.

The professionals who give semantic shape to social trends have not been indifferent to the new demands and conceptual changes. In 1969, the Child Welfare League's *Standards* was revised:

> At present, a wide range of resources and facilities, including informal arrangements and organized programs under various auspices, is used for the care of children outside of their homes during some part of the day. These resources and facilities have been established to serve many different purposes. They place differing emphases, reflected in their programs and the children whom they serve, on the responsibility for *care, protection, child development, education, or treatment.*

This new statement recognizes that care and protection involve an inherent developmental and educational component. Day care can no more be separated from education than it can from welfare or health. In breaking away from the earlier narrow concept that artificially tried to separate the two patterns of service, the day-care movement in this current definition has now given itself a new charter.

In a second radical departure from the earlier concept, the new *Standards* suggests that day-care services may be offered more as a service to the mother than to the child. The pamphlet states:

> Day-care programs are promoted and used for purposes in which the interests of the child may be a secondary consideration. Day care is provided to allow mothers, particularly those who are unmarried, to complete their schooling or to train for new careers; to help financially dependent mothers attain self-support and to reduce public assistance expenditures; and to recruit women for, and retain them in, the labor force.

The league is not an organization that can lightly take the subordination of the needs of children, however, and the report goes on to caution:

> Under these circumstances, it is necessary to ensure that day care is in the best interests of the individual children, and that the daily experiences are of benefit to them, or at least not detrimental.

In a subsequent section of the new *Standards*, a third subtle but major conceptual shift is encountered. While the old *Standards* declared, "The primary purpose of a day-care service is the care and protection of children," the new version states, "The primary purpose of a day-care service is to *supplement* the care and protection that the child receives *from his parents* [emphasis added]." It seems as if the field were more willing to share the responsibility at this time, or else were more aware that care and protection for the young child attempted *in loco parentis* has little chance of providing much of either. The implication is that the family carries the major burden and the day-care service only supplements the family's endeavors.

The varied purposes of day care are reflected in a healthy diversity of programs. They include care provided by family members or baby-sitters, day-care centers operated as demonstration and research agencies, centers controlled by parents or offered as a public service by a church or secular organization or provided as a lure by industry, and centers run for profit by a private operator or as a franchise unit of a national corporation. Still relatively scarce are programs that involve a complete blending of day care with education.

The subtle changes in the day-care

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concept reflect a shift in orientation that is at once both honest and refreshing and yet just a little alarming. The new *Standards* has the audacity to suggest that day care is more than a noble service to the next generation, being in addition an important service and convenience for the present generation. The league is to be credited with recognizing the validity of that orientation. Day-care people *do* tend to get just a bit sugar-coated in talking about what the experience will do for the children—all the social, affective, and cognitive gains that will accrue as a result—that we tend to forget about the families of the children. And often, when we remember them, it has been in terms of concern with modifying their behavior in order to facilitate *our* goals for *their* children.

One of the reasons many persons have resisted day care on a large scale has been the fear that, no matter which generation it focused on, it would weaken the bond between children and their families. This fear has been more presumptive than factual and has been built upon an irrational equation of day care with institutional care. Day care—daily separation followed by nightly reunion in the context of social relationships that permit a sense of identity to be formed—appears to have none of the socially toxic effects of prolonged institutional care, or even of temporary separations (such as hospitalization) during which family contacts might be terminated for a given time. My colleagues and I in Syracuse recently published data that demonstrated rather persuasively that two-and-a-half-year-olds who had been in day care since around one year of age were as attached to their mothers as were comparable control children who had never had such a day-care experience.

Whatever the source of the fear, it appears to be a strong one. And some of the parent groups advocating more day-care facilities are also reminding the professionals that they, the parents, have a right to share in the planning and decision-making. During the summer of 1970, a workshop was held in Airlie House, Virginia, to prepare a number of pamphlets that could be used as guides by inexperienced groups wishing to initiate and operate day-care programs. A set of principles was prepared that went considerably beyond the league's position in recognizing that day care could sometimes be structured to meet the needs of the parents. Although the document is not now in its final version, the early draft proposed that the primary focus of any day-care program should be the *individual child and his family*—not the

(*Continued on page* 65)

—*MultiMedia Education, Inc.*

"Day care can no more be separated from education than it can from welfare or health."

—*Calvin Hill Day Care Center*

—*Constantine Manos (Magnum)*

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The Day-Care Jungle

Currently, there are 249,000 children in federal day-care programs, funded in 1970 at $222.1-million —a significant increase from just three years ago when the federal government spent only $73.4-million for day care. The Social Security Act, amended in 1967 to provide day-care services for welfare mothers, set the ball rolling, and President Nixon made mandatory day care an essential part of his work-training program to get people off welfare. But administration of these day-care funds and programs is now handled by no fewer than five federal agencies and subagencies, a striking example of the "hopeless confusion of form" of government bureaucracy, to which Mr. Nixon referred in his State of the Union message last month when he urged radical reorganization and simplification of the federal government. Below is a summary of enabling legislation, federal programs, and new proposals on day care that should come before the 92nd Congress shortly.

The Social Security Act, as amended in 1967

TITLE IV-A, the primary source of day-care funds, provided $109.5-million for child care through two programs in 1970:

• Aid to Families with Dependent Children (AFDC)—51,800 children received day care under the welfare system last year at a cost of $94-million. The law enables state welfare departments to provide day-care benefits to every AFDC family and extends eligibility to poverty-level families judged as "past and potential" welfare recipients. The AFDC program is administered by the Community Services Administration, created in September 1969, a satellite of the Social and Rehabilitation Service under the Department of Health, Education and Welfare (HEW).

• Work Incentive Program (WIN)—Operative since October 1968, WIN is the keystone to President Nixon's present work-training program for welfare recipients. Implementation is split between two departments: Labor oversees job training and employment, while the Social and Rehabilitation Service division of HEW coordinates the social service aspects. Adequate day care is mandatory for children of parents enrolled in WIN. In fiscal year 1970, 60,887 children received day care at a cost of $15.5-million. Some 60 per cent of WIN enrollees are women with young children, and day care under the program is expanding rapidly. For fiscal year 1971, 117,162 children will be in day-care centers meeting federal standards at a cost of $40.3-million.

Title IV-A funding is open-ended. The federal government reimburses, on a three-to-one basis, money that states and private sources have expended for child services. Extent of day-care services varies greatly, therefore, from state to state.

TITLE IV-B provides:

• Child Welfare Services—15,000 children received day care under this program at a cost of $1.5-million in 1970. Child welfare services are available to all children and are not based on demonstration of financial need. The program, funded through federal grants to state welfare departments, is administered by the Social and Rehabilitation Service division of HEW.

The Economic Opportunity Act

THE BASIC legislation for President Johnson's War on Poverty, enacted in 1964, the Economic Opportunity Act provides funds for a number of federal agencies, including Labor, the Office of Economic Opportunity, and HEW. In 1970, $111.1-million was provided for day care under this act and subsequent amendments.

• Head Start—89,200 poverty-level children received full-day, day-care benefits at a cost of $99,453,000 in 1970 under the early-childhood remedial program. Head Start, formerly part of OEO, is administered by the Office of Child Development, a coordinating and planning agency organized in July 1969, under HEW.

• Parent and Child Centers—This adjunct of Head Start, administered through the Office of Child Development, provided 8,853 children with day care, including physical examinations, vaccinations, and educational instruction at a cost of $3-million under this program. The centers concentrate on children under three but offer comprehensive services to their siblings and parents, training adults in the cognitive development and growth needs of young children.

• Concentrated Employment Program—Under the Department of Labor, 9,000 children received day care at a cost of $7,466,000. Day-care funds were authorized in conjunction with a manpower training program for the low-income and unemployed; they were administered on the local level by Community Action Agencies.

• Migrant Children—Under the Office of Economic Opportunity, day care was available last year to 14,000 migrant and seasonal farm worker children at a cost of $1.2-million. Critics estimate that 700,000 migrant children need day care. But OEO since 1966 has shifted priorities from children's programs to retraining adults. Day care for migrant children is further handicapped, because families on the move are frequently out of phase with normal program calendars, and spontaneous day-care centers are limited because of state licensing requirements.

• Title V-B—This title offers the potential of greatly expanded day care in connection with business operations. The law authorizes 50 per cent federal grants to industry and labor for day-care programs, but Congress has appropriated no funds for the plan, and there is no administrative apparatus to implement it.

Coordination of Programs

ATTEMPTS TO COORDINATE day-care programs at the federal, state, and local levels were ordered by Congress under a 1967 amendment to the Economic Opportunity Act (Section 522d). An interagency Federal Panel on

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Early Childhood was established in 1968, which developed federal day-care standards and launched the Community Coordinated Child Care Program.

• Federal Interagency Day Care Requirements—These apply to all major, federally assisted day-care programs and require day-care facilities to offer, in President Nixon's words, "more than custodial care . . . and be devoted to the development of vigorous young minds and bodies." Specifically, federal standards require one adult for every five children, educational opportunities "appropriate to the child's age," parental involvement, health and nutritional provisions, and academic degrees for all instructors.

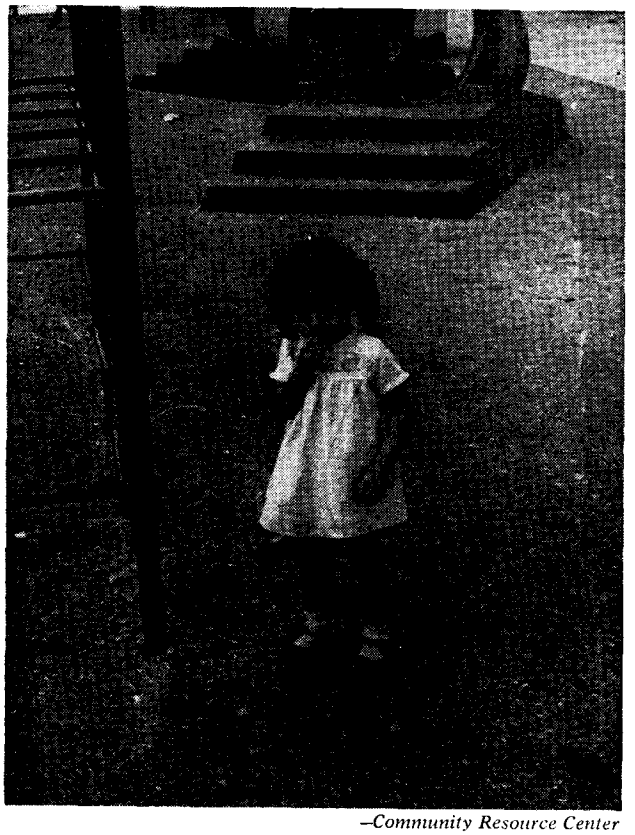
• Community Coordinated Child Care (4-C)—The 4-C program tries to coordinate the various child-care programs within the community to provide maximum use of available day-care funds, staffing, and facilities. It was created because of mounting complaints that the numerous federal funding sources, often with conflicting program standards and eligibility criteria, caused confusion and an almost unmanageable situation for people trying to get and provide day care. The 4-C program emphasizes voluntary local efforts and encourages formation of local 4-C committees, composed of public and private day-care agency representatives and interested citizens, which act as clearinghouses for day-care information. Federal regional committees inform the local groups on how existing federal programs can best serve the community's needs. Administered through the Office of Child Development, 4-C receives no new money for day care—only limited grants to cover regional administrative costs. Currently, there are more than 150 operating 4-C programs.

Upcoming Legislation

• Family Assistance Plan (FAP)—President Nixon's new welfare program, first submitted to Congress in October 1969, FAP would provide a minimum income of $1,600 a year for a family of four, plus an estimated $864 in food stamps; it would replace the current Aid to Families with Dependent Children program and the Work Incentive program with a new system of training and employment opportunities.

As a supportive service, comprehensive day-care services would be provided for all families that participate. Nixon estimates that 450,000 children should receive day care in the first year and has allotted $386-million for it. Under this program, HEW could make direct federal grants to day-care operators, rather than going through the state welfare departments, as is now required. Boards of education, community action agencies, business and labor organizations, as well as public and nonprofit day-care agencies, will all be eligible for the federal money. HEW is expected to pay 90 per cent or more of the costs, with the local share payable in cash or in kind. Funds can go for renovation and initial equipment, but there is limited provision for actual construction of new day-care centers. Under the bill, only those families receiving welfare, who are either working or in training, will be eligible for day-care services.

The administration bill is basically manpower-oriented, with day care treated as a supportive measure. Three bills, however, scheduled to be introduced shortly, deal specifically with day care:



—*Community Resource Center*

The maze of federal funding sources creates confusion for those trying to get and provide child day care.

• The Brademas-Dellenback Bill—Providing for a "comprehensive child development program" within HEW, this bill includes quality educational and day-care programs for children through school age. Giving priority to the lowest-income groups, the House bill would, however, make day care available to other working mothers for a fee. A figure of $700-million is proposed for the first year, with funds allowed for construction of centers. The federal government would pay an 80 per cent share of the package.

• The Javits Bill—Senator Jacob Javits (Rep.-N.Y.) will introduce a bill dealing with a "comprehensive program of community-based and coordinated child development programs." In terms of quality child-care services provided, this bill parallels the House bill. It differs in the way funds would be spent: While Brademas would allot money to state councils, the Javits bill proposes direct funding to the local units, which would be coordinated by newly created community child-care councils, composed of parents and public and private agencies within the community.

• Senators Birch Bayh (Dem.-Ind.) and Walter Mondale (Dem.-Minn.) have introduced a bill for child services, similar to the others, but establishing separate preschool education districts to manage the federal funds.

—SUSAN BOYER.

Information compiled with the help of the Office of Child Development, HEW, and the Day Care and Child Development Council of America.

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DAY CARE

OASIS IN EAST HARLEM

by JONATHAN BLACK

In the basement of the East Harlem storefront, a dozen four-year-olds are squirming through tunnels, crawling up bunk ladders, and swinging merrily from a suspended automobile tire. There is a delighted squeal, and two children crash down an inclined plane and plop onto a waiting car seat. More giggles and squeals as two more children disappear into a tree-house construction a few feet off the floor.

Roslyn Weiner, director of the nursery, leans against one of the inviting architectural shapes. "We built all this for six hundred dollars' worth of lumber," she beams. "But wait till the Division of Day Care gets a look at it. They'll have a fit. There's no item for lumber in their budget. There's no provision for building stuff like this. They'll tell us it's a health hazard, children get splinters, and we'll have to watch our funding."

A face pokes in the door and announces that upstairs a group of fourth-graders from the neighboring elementary school are about to put on a play about Martin Luther King. Little bodies spill out of the woodwork, and there is a swarm of clapping four-year-olds trooping up the stairs, dropping into a semicircle of chairs around a small platform.

"Tomorrow is Martin Luther King's birthday," one of the fourth-graders explains, "so we're doing a play. First Yvette will show a picture." Yvette climbs up on the platform and holds up a picture of Dr. King. All eyes are glued on the picture. There isn't a peep. "Now Larry will read a little story about Martin Luther King." Larry reads the story to an enthralled silence. "Now here are some paintings our class did." No one is wondering what happened to lunch or his dump truck. "And now we'll all sing 'We Shall Overcome.'" And when it's all over, there is giddy applause, applause that might have greeted Artur Rubinstein at Carnegie Hall.

As the fourth-graders put on their coats to leave, the nursery children are pouncing toward lunch tables, although no one has checked to see if it is "lunch time." Some time later, someone turns out the lights, and the kids begin to crumple up on mats and cots scattered around the long room. In the classroom next door, the lights are on because the teacher has decided his children are not really that tired.

"At most schools and day-care centers," says Miss Weiner, "rest time means 'Relax or I'll kill you!' You're a good teacher if all your children rest. You're a very good teacher if they sleep. Then the teacher gets a break. But here we work when the lights are out. You can't divorce the office from the kids."

Yes, there is some magic afoot here, a most unlikely place, too—a day-care center in East Harlem. A place where mothers are supposed to deposit their kids for half the day while they run off to work. A place where children are trained to be quiet, clean, and orderly.

Some of that magic is undoubtedly due to Roslyn Weiner. She is one of those teachers who wail and rail against the Establishment and institutions and bureaucracies, but she spends most of her energy in creating an eye-opening alternative. How does she survive? She survives because she is part of the East Harlem Block School Day Care Center, which is part of the East Harlem Block Schools (EHBS), a cluster of schools run and controlled entirely by parents.

"I can say anything I want here," says one mother, chatting with Weiner. "I ask questions, make suggestions. I feel free. A nursery should be like your own home. I feel like these children are all my own children. I'm a mother or a sister or a friend, not a 'professional.' These kids aren't afraid to come and sit in my lap. They feel comfortable, and I feel comfortable."

Parent control of education is a topic of trauma in New York City. It conjures up bitter memories. The calamitous failure of community control of schools, even on a limited experimental basis, left a raw wound in this city's public school system. The 1968 teachers

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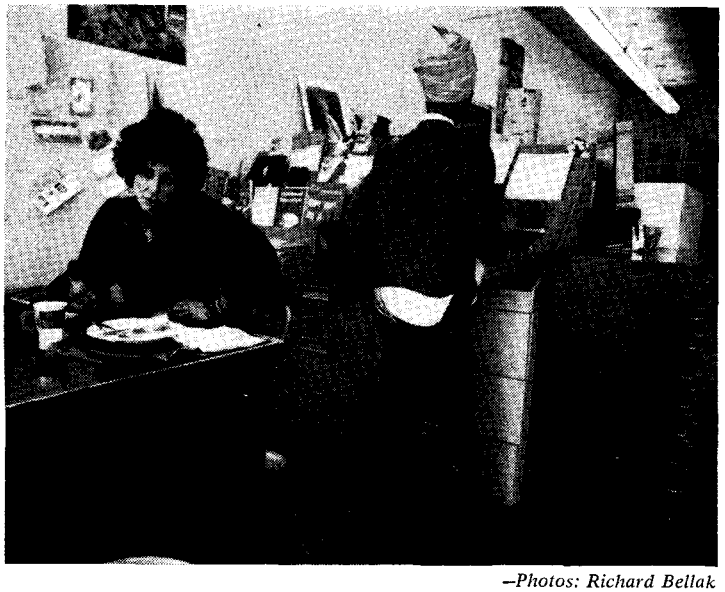

—Photos: Richard Bellak

"At the East Harlem Block Schools, there is that extraordinary phenomenon of parents joining in the education . . .

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strike pitted teachers against parents, children against teachers, and pro-UFT teachers against anti-UFT teachers. The scars of that strike remain. The hope for an education that could bridge the gap between a community and its schools was killed. The hope that schools might grow into something new and exciting, might transcend the suffocating bureaucracies and the deadly polarities of militance, seemingly had been quashed.

But now there are signs that community control of education is neither forgotten nor dead. There are signs that a small number of day-care centers are opening a new frontier, a frontier in which parents can join in the education and destinies of their children. The EHBS centers are such a frontier.

The struggle out of the wilderness will not be easy. The first obstacles have been the inhibiting history of day care itself, and an aged perspective that continues to view day care as glorified baby-sitting, as a custodial service. A mother must work. A mother drops off her child. The child is cared for. The child is kept out of trouble for eight hours. The mother returns, and the child returns to the home. Even as early-childhood professionals have begun to explore the learning potential of those eight hours, they have tended to view them *in vacuo* and have ignored the umbilical ties connecting both school and home. "There can be no real education of children without the family," says Dorothy Pittman, who heads the West 80th Street Day Care Center, another of New York's parent-run centers. "Day care means *caring*, not custody. And caring means home and family."

In poor neighborhoods, in communities of the ghetto, such disregard is all the more tragic and all the more pernicious. "Day care in the traditional sense means separating children from parents," says Weiner. "It means helping and learning in spite of parents. It forces the child into a choice between home and school."

The preschool years are crucial, and the responsibility of day care great: "We fail to recognize the impact of the day-care centers themselves," says another critic, "their impact in reinforcing or even creating destructive attitudes in poor children. We also do not see that the centers, by ignoring or disdaining the children's culture, family, and community, fail to utilize the most appropriate source in intellectual stimulation in the children's lives."

There is another obstacle to be faced: the Division of Day Care of New York City's Department of Social Services (DOSS), which has had the task of overseeing most city-funded day-care services. DOSS drives progressive-minded people crazy. Over the years, it has become a warehouse of sluggish bureaucrats, close-minded traditionalists, and all those persons committed to day care as a baby-sitting charity service, run by respectable churches and settlement houses for the welfare of the poor and less fortunate. A memorandum from the West 80th Street Center (which was running five years before it finally received funding from DOSS) is not atypical: "In addition to its dictatorial bent and its profound dullness, the division can count as liabilities its incompetence and unresponsiveness. It lacks the number and kind of personnel needed to deal with the rising demands for early-childhood services. Its very style and tradition prevent it from working with the many community organizations that now want to run creative and educational day-care centers."

The day-care Establishment has always been enthusiastic over embracing its own kind, but squeamish at the prospect of day care initiated by unsanctioned parent-community groups. That middle-class, paternalist bias was not crucial in the early years of day care, but with the recent ground swell of community activism the situation has begun to border on the untenable. Day-care centers, set up and run by a variety of small community groups, have enormous difficulty in catching the eye of DOSS, and the community people responsible for the centers turn increasingly bitter.

"There's such a fear of parent involvement," says Weiner. And no wonder. When things aren't going well, angry parents have a nasty habit of showing up in the office of Jule Sugarman, head of New York's Human Resources Administration, sitting down, asking embarrassing, impatient questions, and demanding immediate answers. Parents may have very little insight into the ordeals and intricacies of city bureaucracy, but they know when their children are getting a lousy education. Recently, they've been discovering that a lousy education can begin in the preschool years—it doesn't have to wait until first grade. In fact,

(*Continued on page* 66)

. . . of their children and beginning to dissolve the senseless barriers that divide a community from its schools."

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If your child can't go to school,
maybe the school can come to her.

A child who gets ill, or has an accident, can miss weeks or months of school. Which may mean having to repeat the whole year.

Now there are special telephone systems to help children keep up with their studies, while they recover from their setbacks.

One system is called Tele-Class. And it's working in lots of places.

In Oakland, California, for example, all the child needs is a telephone, a headset, the right textbooks, and a specially trained teacher like Mrs. Molly Steele.

Mrs. Steele used to teach regular elementary school. But now she has a class of ten children. Some ill at home, some in the hospital.

Every day she inserts cards into a special telephone to dial her students. Once they are all on the line, class begins.

Not only can Mrs. Steele talk to the children, but they can talk among themselves. So they get a classroom atmosphere complete with discussions and question-and-answer sessions.

They also get 20 hours a week of education they probably would have missed before.

The American Telephone and Telegraph Company and your local Bell Company are continually looking for new ways to make the telephone serve you.

One way is to help a child who can't go to school, go to school.

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The White House Conference on Children

—Photos by Richard Bellak (White House Conference on Children)

Two action workshops at the White House Conference—"I began to feel as if the conference set was indeed a carnival, its wondrous booths constructed overnight out of the blocks of an unfamiliar community."

by THOMAS J. COTTLE

One man took a swinging look around and called it the world's largest bar mitzvah ever. "Nixon went to his catering staff," he dreamed aloud, scanning the Olympia Bar for newcomers—the famous, the attractive, the minorities, whomever, "and said, "Max, get 'em a hotel, two hotels, three, five hotels, anything they want. Let 'em eat and drink, forget the money, Max. Show 'em movies, entertain 'em. But, Max, no trouble. I don't want any trouble.'" The rest of us roared. Blacks roared, whites roared, the old roared, the young roared. A giant bar mitzvah with every child in America regardless of race or color being confirmed. . . . Surely the metaphor was more accurate than the descriptions of the affair as a typical day in public school, a junior high student government meeting, a PTA gathering that had metastasized, a Great White Film Festival, or a dress rehearsal for a national party convention.

The White House Conference on Children 1970. Where does someone possibly begin to describe this unbelievable organism, this fantasy, this immersion into a contrived, hopeless, and yet tough and ultimately magnificent reality that 4,500 or so of us knew for a week last December? To have been there was not only to have worked endless hours on forum reports and on the wording for legislation, nor for that matter to have engaged in the politics that overnight grew into a sometimes poignant, sometimes frail voicing of demands and despair. To have been there was to experience a cacophonous scenario; to witness lines upon lines of people making applications for something, waiting for a document or a hot dog, wandering about looking for the Delaware, Alexandria, or Wilmington ballroom. It was to fall over ten black boys in karate outfits, or a group of youngsters from Urbana carrying little violins, or watching everyone's costume change from Monday to Tuesday, the slick traveling suits becoming turtlenecks and hippie slacks or dashikis, and the dresses giving way to pants ensembles or jeans.

To have been there meant being bombarded by a traffic jam of bodies and noises and smells, with the booze flowing earlier and earlier each day and the tobacco becoming more and more pungent. It was to be assailed by the academic, organizational, social work, or industrial pitchmen in lobbies, upstairs suites, and exhibition halls flinging their appeals, notions, philosophies, books, games, machines, and toys. To walk in and out of the conference rooms was to have a million Christmases blow up in your face. It all felt as though a *piñata* had finally broken and a technology of toys and educational materials was raining down from a bountiful heaven now finally possessed by not so angelic businessmen, intellectuals, and bureaucrats. Then there were the rows upon rows of gadgets, kids working at typewriters, phonographs, mini-computers, lying on the floor on special children's mattresses under hot lights, dressed in their convention finest, painting non-toxic images with non-toxic paint on special-strength paper. Little girls with bright blue leotards and barely tried muscles jumped on contraptions that counted for them or spelled something, while older girls in black leotards and revealing experienced, dependable muscles led a Southern Illinois University dance group out of a lavatory toward the large stage where they would rehearse their performance of a mini-spectacular, "The Sounds of Children," two nights thence. Then, still other women, with sombreros out to here and skirts up to there were offering free Cokes. ("The only free thing we got all week.")

America, or at least a selected sample of it, had come to Washington, most paying their own way (100 uninvited children arrived and lived in a nearby church), to do business, to make politics for children, and to perpetuate or stabilize their own worlds back home. They had come to know the gleam of Washington spotlights and, even more, to get in on the action. There was almost an unspoken promise in those first Sunday and Monday hours that the guts of America's social and economic politics might open themselves to a rather nifty group of people. Just for a moment it seemed that for once we might really be on the inside looking out. After all, this

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was Washington and someone already had reported that he had seen, he was sure, Jack Javits milling among the crowd, or was it Birch Bayh? Or maybe it was Daniel Schorr or Ron Nessen. ("Yeah, Daniel Schorr. I knew that face.") Were we then to be let into the very boiler room of the military-industrial complex?

Some arrived Monday and therefore missed Sunday night's address by the President (now available on a little plastic record), which was simply brilliant, stupid, fabulous, surprisingly bad, predictably good. ("When Nixon spoke, I wanted to yell hypocrite.") Others had been there since Saturday and even before working with conference staff members on one thing or another. But this meant that the whole thing was rigged, arranged before one's arrival, structured by an elite group of real insiders, Nixon henchmen. Thus, everything, but everything, was becoming political and politicized, for it was Washington, and no matter how one enters this city he has to pass some building or monument, some style of architecture or patch of urbanism, that bespeaks bigness, power, and government.

The politics and style of it all, the imagined as well as actual ambience of Washington, the look of the hotels and the frantic bell captains, conference staff and press dashing to cover a something that might be news, looking for a celebrity (Wasn't that Marge Champion over there speaking with those theatrical types?)—this was the initiation of a collection of people and groups, all of whom might have believed that a single, definable purpose or meaning could be found that would sanctify the titles or organizations that gleamed in children-size type on their badges, and that might actually make the days and the discussions cohere. But there would have to be a final act, one consummate bit of legislation, entertainment, drama, a slogan or gimmick that would tie everything together; something that would give the journalists their lead-in, something that would give everyone a tangible fistful of Washington action that they might take home to their families and neighbors and, who knows, maybe to America's children as well.

The White House Conference on Children and Youth was established in 1909. James E. West, a Washington lawyer orphaned at age six, planted the seed by suggesting to President Theodore Roosevelt that the government should ameliorate the conditions of America's orphans and destitute children. Some 200 people attended that first meeting at the New Willard Hotel. Significantly, there were women present, a few blacks, and some celebrities, notably writers. For whatever the reasons, it was decided that one conference every ten years would suffice, and 1970 marked ten years since the previous White House Conference on Children and Youth, a gathering that had prepared the Head Start Program. (This year, for the first time, the White House Conference on Children was separated from the White House Conference on Youth, which was held a month later in Estes Park, Colorado.)

Not too much fuss has been raised about this infrequent collective gesture toward children. Apparently, those allowed to attend have agreed that ten weeks a century is enough time to devote to our country's wall-to-wall children, as a Kentucky conferee described them. Or maybe it takes ten years to put into law what a conference decides should be put into law. Then again, perhaps it takes a full ten years for the brain and blood and heart cells to rejuvenate themselves and literally make it possible for one human being to attend his second White House Conference and be assured of continued good health.

For a time it looked as if 1970 might pass without the conference. But then, without fanfare, Stephen Hess, an aide close to the President and a man of extraordinary energy and political competence, was asked to coordinate the conference. "I have asked Mr. Hess to listen well to the voices of young America," the President announced on December 5, 1969, "in the universities,

"There were too many messages that cried out to be transmitted at once."

on the farms, the assembly lines, the street corners."

That Hess was the man chosen by the President, that he was even known to the President, meant for some that he possessed and disseminated evil and that his purpose was to manipulate the convention in ways that would make it impossible for any serious work to be accomplished and any legislation to reach the floor of the Congress. Thus, as is always the case with hordes of generous and still self-interested persons who pack anger and defiance and long histories of tragedy in their suitcases along with their few changes of clothes, a single person is at once selected to be the culprit, the Man, the puppet, the devil. In this case Stephen Hess, not his staff or his

(*Continued on page* 71)

Children at a conference music and dance performance—"Did whoever listens to these things in Washington hear us? And did they dig it?"

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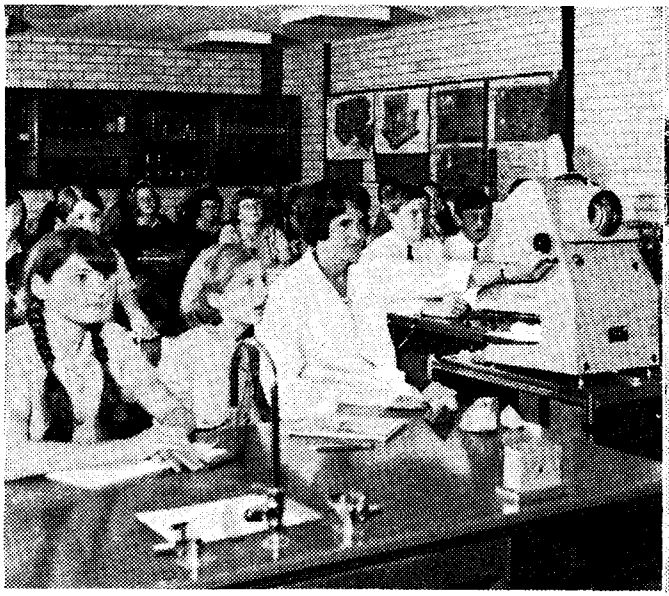

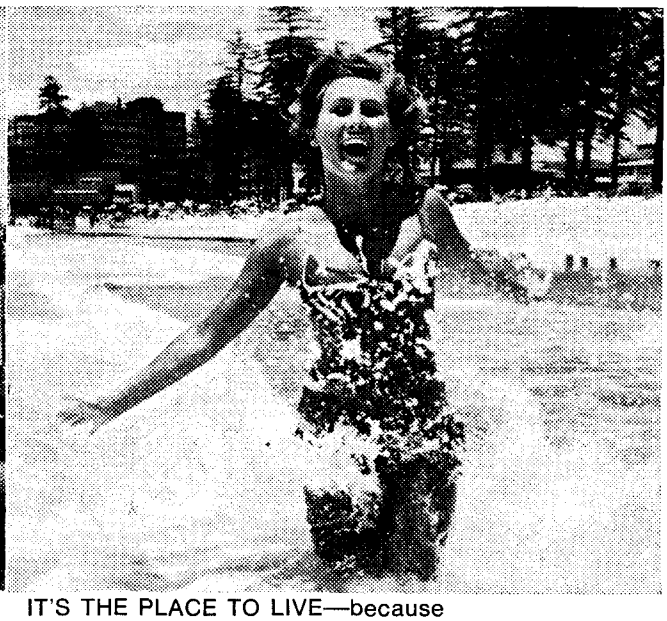

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AMERICA'S VAGABOND AMBASSADORS

Word from a Wayfaring Trio

June may seem far away, but students' thoughts are already swirling toward summertime and distant places. When school lets out, these roving ambassadors of free will, shunning the Grand Tour as usual, will trek to the far corners of Europe, Asia, and Africa, while many others will choose to explore their own land. In a far-ranging discussion with SR's Travel Editor David Butwin, three young wanderers tell of where they've been and what they've learned. They are:

CAROL WOLKOWITZ, *on a recent eleven-month odyssey, roamed all the way to Singapore. A Smith College graduate, she works in New York City for the Council on International Educational Exchange.*

PETER WILK, *a Harvard undergraduate, saw Europe at close range when he lived abroad with his family for eight years. On a recent tour, he gathered material for a student travel guide published by Harvard Student Agencies.*

ANNE MULLEN, *born in Dublin and now living in New York City, has covered Europe and North Africa on various study tours and independent journeys. Employed by the City University of New York, she counsels young people planning to study abroad.*

SR: At what age is a student ready to start traveling abroad?

ANNE: The younger the better. In Europe, at the age of nine or ten you're sent to live with a family. I went from Ireland to France for the summer when I was fifteen.

SR: Alone?

ANNE: Oh, no, I was put on a plane and taken off at the other end and I stayed with a French family in Paris. And I was just stunned—thrilled and stunned—by Paris and by seeing how a French family lived. I'm sure it changed my whole life, because my next plan was to go away for a year after school, which I did, and finally I ended up here as a result of that first little trip.

PETER: I first saw Europe when I was ten because my family moved from Virginia to Germany and stayed eight years.

SR: Were you able to absorb anything important at ten?

PETER: That's the interesting point. What I did was to completely rebel. I'd walk around looking at the ground, refusing to see things. One time I was looking down and ran right into a fire hydrant in front of a palace in France.

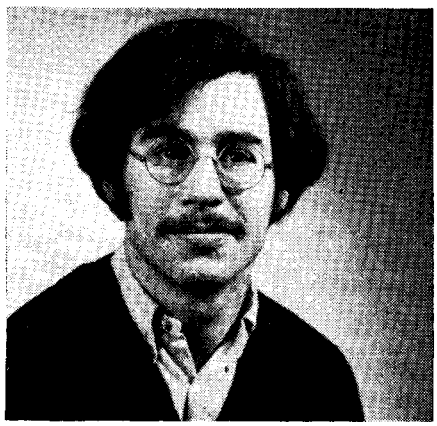
SR: Do you recommend going abroad on a study tour or some kind of organized student trip?

ANNE: I think probably the first time you go over it's a good idea. Most European students start off by being more independent, and this is part of our education. Once we leave high school, we're considered as independent human beings and everything we do, we do on our own. If we go abroad, it's because we've planned to do it on our own.

So when I first came to the States I thought that all this idea of programing the American student's stay everywhere was directly opposed to a maturing process, but having seen a bit of the American way of life, I think it's important for the student to be broken into the European system. With our programs, they go over in a group with a resident director who helps them adapt to the European system, hopefully giving them the best of both worlds.

PETER: Students, especially girls, can help put their parents at ease by going over with a college program, but I think the more independence you can stand, the better off you are. Anybody who's already traveled abroad and had some independent experience should be wary of going over on a very organized program because you really be-

Anne Mullen



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come limited. Most of the things European students do are completely independent. If you have to run and ask your director or if you have to worry about making group meetings, what's the point?

ANNE: What I can't understand is why you American students always talk about going to Europe when you have so much to see right here.

CAROL: That's what I was thinking when Peter was talking about looking at the ground on his first trip to Europe. If a ten-year-old kid had a choice, there are so many cultures in America to be explored, and the thing for a kid that age is to experience a different culture and live a different life-style, and he doesn't have to go to Europe to find that.

SR: How much have you traveled in this country? Are you curious about America?

CAROL: I've never seen America, and the next trip I get that's what I'm going to do.

ANNE: That happened to me when I traveled to Europe. You come back to your own country and you suddenly realize how little you know about it. After that first summer in France and before I went abroad again, I spent all my free time exploring my own country.

PETER: After eight years in Europe, I came back for my freshman year in college and I was really down on America. You see New York, you see Boston —they're just big urban areas. I was used to camping in the woods, and it was kind of a drag. And so I said I ought to see America—be fair. Well, I drove to California and back, stopped along the way in a lot of beautiful places, and I found it was a completely different country than you somehow think about if you live in New York or abroad. That really is turning into a kind of trend, for college students to see America.

SR: How important is it to know and speak foreign languages abroad? What about you, Peter? You speak German, don't you?

PETER: Yes, and that's about all. Which is kind of a shame. But you can get by, even with sign language sometimes. Not all your experiences are so intellectual. I've had a lot of experiences, and wherever you go you can meet people and do things together that don't need communication. You can still share a lot.

SR: Carol, how did you communicate in the far-off places you visited?

CAROL: You can't possibly learn all those languages, but you learn words for basic foods, you learn numbers, you learn "where is," greetings—especially "thank you."

SR: How did you travel, Carol?

CAROL: It was an overland coach, British-run, and I was the only American among a group of mostly English and Australian people. So, I found that while we were together I learned at least as much about England as I did about the countries we passed through. And I learned how different people react to situations—I mean they would think things were filthy that I just accepted as being perfectly clean.

SR: What route did you take?

CAROL: We zipped through Europe and went through Turkey and Iran and Pakistan. The bus broke down for the twenty-seventh time in Iran, and the tour was called off and from there we were on our own. We used public transportation for the rest of the way —third-class trains, buses. I won't mention the tour company, but it was run by an absolute fool who left the jack in the back of his garage in England.

Some of these tours can be really good; you just have to check it out. This one cost seventy-five pounds to Katmandu, and when the bus broke down in Persia we got eight pounds back. As a matter of fact, it did cost us eight pounds on public transportation to get from Persia to Katmandu.

SR: How long did it all take?

CAROL: I left in December of 1969 and got back to London last November. From Katmandu I went on to Burma and other parts of Southeast Asia and then took a charter back to London from Singapore.

SR: Did you know how far you'd get when you started out?

CAROL: I wanted to go to India to try to teach there. I spent three months in India. I didn't want to stay that long but I found it fascinating, and yet I felt that my really natural wholehearted sympathies just somehow weren't there and it didn't make sense in my case. So, I just kept going. I'm sorry now that I didn't stop and work somewhere, because I think it's really important. Ten months is a bit too long if you don't work but not long enough if you do.

It's a very, very popular thing for

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people to do. When you're there, it seems as though everybody is doing it. Most people go on to Australia and work to earn the money to come around home the other way.

SR: Where did you stay along the way?

CAROL: We stayed in police stations, railroad station waiting rooms, with families, in third-class hotels. On the organized part of it, we were camping. We had little orange garden tents and we'd stop by the side of the road and pitch them in the snow in the dark and put up our cooking equipment and make Spam stew and Spam-kabobs.

SR: Did you see other Americans on the road?

CAROL: Many, many Americans. And, you know, I found—actually, it was my English friend who noticed it—that every time we had a lengthy conversation with Americans, usually over dinner, somebody invariably would mention "Tricky Dick" and start talking about American society and how screwed up it is. And that never happened when we were with Europeans, who just didn't seem to spend so much time and energy being so involved with their own society.

SR: Is there a feeling abroad nowadays that American students are becoming less welcome because of their numbers and their drugs? Do you sense any discrimination?

ANNE: There's definitely a problem between the south of Spain and Morocco. Compared with even two years ago. Last summer, people were being checked for no reason at all because their hair was a little longer. I happened to be with a group of students coming back on the boat from Morocco to Málaga, and the girls bundled up their hair a bit. As soon as they let their hair down and relaxed when we got past the Customs we were immediately approached by drug peddlers. And as soon as we got over to Morocco, I found that many of the hotels practice discrimination. It really angered me. It got to the stage where they'd say we'll have you and you but we don't have room for anybody else, which really meant they were discriminating for reasons of appearance; we all had jeans on.

SR: Do you pack any formal clothes? Did you take a coat and tie, Peter?

PETER: Well, I thought I did on my last trip, but when I looked in my suitcase, I had left the jacket behind. I guess I really didn't want it and I didn't need

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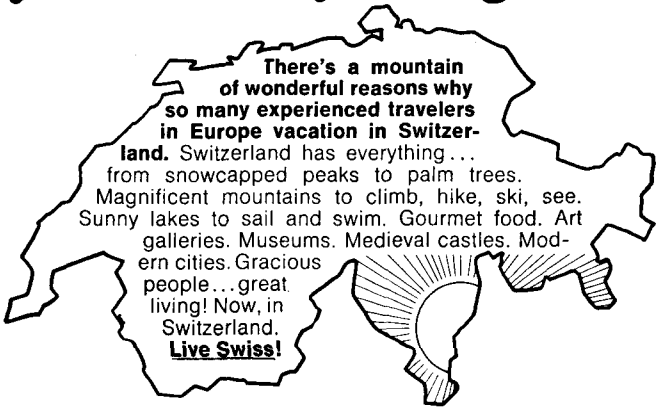
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it. On an earlier trip, I did bring one along, but I never used it.

CAROL: If you want to go to an opera or a play, it's nice to have a decent dress along. But just one. You can also use it for crossing borders.

SR: Peter, did you sense antagonism toward Americans anywhere?

PETER: Well, naturally in countries like Spain and Greece with their dictatorships. In the Communist countries, you've got to toe the line to a certain extent. But actually one of the most surprising places where students and Americans are slightly unwelcome is Germany. It depends on where you are as to why they don't like you. Almost everywhere they don't, except for small towns where they haven't seen Americans. In any of the big cities that are near Army bases, they generalize from their experience with American soldiers. I have friends who worked up in Bremerhaven, in the harbor area, a really hard-core industrial area, and they don't like you because they wish they had what Americans have. They're jealous.

ANNE: I think they try to exploit Americans in a lot of places. When I was in Morocco, they looked at me and said, "Ah, rich American." "No, I'm poor Irish," I said, and the American students with me were poor as well. But you really have to fight not to be charged more, and if you don't know the language, it's doubly hard.

SR: What are the best ways of getting around?

PETER: I feel a car is better than a train —and you can rent the littlest Renault for a summer for less than it costs to ride on trains. Then you always have your little house with you.

CAROL: But that's limiting. I thought it really important that you travel lots of different ways. It breaks things up and changes your experience. In Europe, I hitched and took trains and buses.

ANNE: Did you hitch on your own?

CAROL: With my twin sister.

ANNE: Your transistor? (*Laughter.*)

CAROL: No, my twin sister. But that reminds me. When we were trekking up in the foothills of Nepal and other places, we found that towns without any electricity had lots of transistor radios. This is one of the first modern things that come into a place, and it seems to be the most prized possession because it connects the people with the outside world.

I traveled by third-class train in India at a fifty per cent student reduction, which means you can go from Calcutta to Bombay for about four dollars. It takes forty-eight hours, but you get a berth, which is a slab of wood. It's very cheap to live in India. You can eat anything you want in the small towns for five cents or a little more.

PETER: There's a problem with the American student who tries to do everything cheaply. Actually, he cuts out a lot of fun for himself. Before I went over to write for the student guidebooks, I thought the only way to do it cheaply was to camp, which I still think is one of the best ways. You can do it dirt cheap and if you cook every other meal, you can afford to eat out. But what I found out was that if you look in the right places, have a good reference book, or ask the right people at the railroad station, you can eat—well, not gourmet meals—but good stuff. And you can stay in nice places and it still doesn't cost you anything.

SR: Can you find camping facilities everywhere?

PETER: I've never been to a city with more than ten thousand people that didn't have a campsite. That means you don't have to do much planning ahead. And with places that don't have campsites, you can find farmers who don't mind if you stay in their field, if you ask.

ANNE: Another good idea I think in any country is to find where the students are and then just sit down at the university or wherever and find out where they go and what the best bargains are. Students always know.

PETER: Another good place to stay is in university dormitories.

CAROL: I think one of the things that made me spend too much money when I was in Europe was that a lot of times the cheapest places are not anywhere near the museums or other cultural attractions. So you have to learn how to arrange a day of sightseeing so that you end up near a fabulously cheap restaurant just when you're going to be starving to death. Another thing, I went to Spain from France and the prices seemed so low after Paris. You go mad and you think I could never have a meal like this at home for a dollar fifty, so you have the meal without stopping to think that you could fill yourself up for thirty-five cents.

(*Continued on page* 64)

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Student Travelers Should . . .

• Hop a fishing boat in Athens for an eight-day cruise of Andros, Mykonos, Paros, Kythnos. Meals, a bunk, and student guide for $55. British Student Travel Center, 80 Fifth Avenue, New York, N. Y. 10011.

• Sleep on the beach at Santa Eulalia, fishing village on Ibiza in the Spanish Balearics. Overnight boat ride from Barcelona, $8. Modern Hotel Montesol in capital city, Ibiza, has singles with shower, $1.25 to $1.75.

• Dial P-R-O-V-O-Y-A in Paris and catch a ride to any point in Europe. Agency has list of departing motorists. Lines up rides for students for $2 registration fee at 16 rue de Provence.

• Retreat to smog-free Swiss Alps and student hotel, Chesa Selfranga, in Klosters. Full board, $3.50 to $5, with hiking, swimming, tennis. Or skiing in winter.

• Pub-crawl among the *mesones* in old Madrid near Arco de Cuchilleros. Wine and *tapas* (chewy snacks), $1, at Mesón Carlos V or Mesón de la Guitarra, where guitars are passed around for the playing.

• Work on an Israeli kibbutz as an olive picker. Or a cotton picker. Or a grape picker. Free room, board, cigarettes. Write American Zionist Youth Foundation, 515 Park Avenue, New York, N. Y. 10022, or Council on International Educational Exchange, 777 United Nations Plaza, New York, N. Y. 10017.

• Join the student jet-set in Hammamet, thirty miles north of Tunis. Modest student resort hotel. Private beach, open-air cinema, water sports, watering holes, dancing. Two weeks for $142 covers London-Tunis-London air fare, double room, all amenities. British Student Travel Center, 80 Fifth Avenue, New York, N. Y. 10011.

• Play the bargaining games in Piazza San Lorenzo, Florence's open stall market, even if the signs say *prezzo fisso* ("fixed price"). Knit sweaters, $3; leather wallets, $1-$2; purses, $2-$4.

• Pony-trek through Scotland on $60 for six days. Includes tour of Edinburgh, a coach to coastal town of Monifieth, and a bed in seventeenth-century student hotel near the beach. British Student Travel Center, 80 Fifth Avenue, New York, N. Y. 10011.

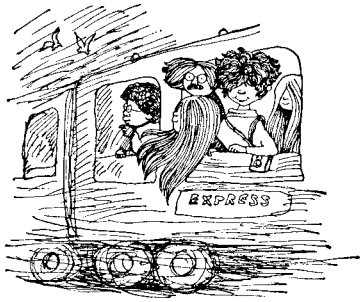
• Explore inexpensive student flights. Icelandic Airlines, the student favorite, charges $270 round trip from September 4 to April 30, $380 between June 1 and August 3. University clubs send charters round-trip New York-London, $142-$199, varying with the season. Student Overseas Flights for Americans (1560 Broadway, New York, N. Y. 10036) undersells regular fares by 70 per cent to Asia, Africa, and throughout Europe.

• Sidestep Paris's Left Bank cafeterias for the Grand Restaurant St. Michel on the Boul Mich. Just as cheap as self-service spots but more and better food.

• Have a pint at Hoppe, 18-20 Spui. One of the oldest inns in Amsterdam. Home to young artists and journalists.

• Buy the Student-Railpass before leaving the United States (if you're a full-time student between fourteen and twenty-six). Offers two months of unlimited second-class travel for $125 in thirteen European countries. Good for various free boat, ferry, and bus rides. Any travel agent. Great Britain doesn't belong to program but offers BritRail Youth Pass, $35, fifteen days unlimited travel. From British Rail International, 270 Madison Avenue, New York, N. Y. 10017.

• Understand difference between youth hostels and student hostels.



Youth hostels ban smoking and drinking, impose curfew, and require pass ($5 to $10, depending on age, from American Youth Hostels, 20 W. 17th Street, New York, N. Y. 10011). Student hostels are loosely run with no regulations, often in university dorms.

• End hamburger holdout at the Great American Disaster on London's Fulham Road, not far from the Chelsea football grounds. Best burgers in the U.K.

• Make a note of university towns in each country. Information centers full of tips. In France (to get you started), the Big Five are Paris, Grenoble (brimming with leftover 1968 Olympics facilities), Montpellier, Tours, and Rennes.

• Consider investing $1.20 in *Nicholson's Student Guide to London*, at most London bookshops. More than a budget guide. A key to the underground.

• Do the Wadlopen. Not a dance. It's the practice of walking between Holland's Wadden Islands in the North Sea at low tide.

• Change continents for 20 cents on the boat across the Bosporus from Istanbul connecting Europe and Asia.

• Take the bus from the Duomo in Florence to Boccaccio's house, just outside town. Long wooden tables, earthen floor, wine from the family's vineyards.

• Bicycle through Paris. Rental fee, $4 the first day and $2 daily afterward, at Guebet, 58 rue Lafayette.

• Remember to get the International Student Identity Card before going over. It's the passkey to bargains and discounts of student travel. From Student Overseas Flights for Americans, 1560 Broadway, New York, N. Y. 10036; Council on International Educational Exchange, 777 United Nations Plaza, New York, N. Y. 10017, or student travel bureau offices. —DENA KAYE.

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Student Travel 1971

Continued from page 62

ANNE: A tip for somebody in Ireland is that if you ask a farmer where to stay for the night he'll usually suggest you stay in his house.

CAROL: But this can go too far. I met an American couple in Indonesia, and they were horrified because the night before they'd had to pay for a hotel and they hadn't had to do that for three-and-a-half months. I mean, picture these people going around chatting people up to stay in their houses so they wouldn't have to pay. I think it's really obnoxious. Sometimes people are too generous, and they can be taken advantage of.

SR: There are about six hundred American kids abroad who are in jail on drug charges. Do you have any light to shed? Any advice?

PETER: Generally, the word is don't travel with it. There's a tremendous amount of pushing, especially in places like Amsterdam where you just walk around the street and there are people cutting up hash and doling it out.

ANNE: One of the kids I met on the boat to Morocco told me when we were halfway over that she felt like getting high. She had a medical prescription, but I thought, "My God, we have to go through Customs in Morocco and then Spain again and they won't care if she got these pills from a U.S. doctor or what." I was at the stage where I was thinking of asking her to throw them overboard. Luckily, she had second thoughts and left them on the boat.

CAROL: There are quite a few kids out in Nepal and places like that who do spend an awful lot of time smoking. It's fantastically cheap, for one thing. Marijuana, for instance, is legal in Laos, and thirty joints in Vientiane cost just thirty cents. In Katmandu, the officials were cracking down tremendously, and just after I left, you were required to spend at least a dollar a day there on living expenses. This was to keep the total dropouts away. I felt it was sad to see people very drugged out and not appreciating things, not getting out to see the mountains, not trekking. Some of the people were very creative, taking part in festivals and so on, but others seemed totally lost.

—Monkmeyer

Student tour group masses at Heathrow.

SR: Do you notice changes in yourself after a trip abroad? Does your attitude toward America differ when you get back?

ANNE: I see too much emphasis on money.

CAROL: Things do seem too materialistic here.

PETER: I think it's not so much that it's different over there, but that you *think* it's different. And so you do change. Travel, independent travel, is probably the most character-building thing a person can do, but this process doesn't only work in Europe and other places abroad. It can work right here, the same way, if you *think* what you're going to see is different.

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Timid Giant

Continued from page 49

child alone or the parents alone. Furthermore, day care was described as a program that could either bring parents and children together or else drive a wedge between them. The statement of principles supported the former goal and stressed that quality day care should never do anything to reduce the family's commitment and responsibility. One suggestion was to supply parents with the information needed to make informed judgments and then to have them participate fully in decisions about what would be desirable for their children in day care as well as in the home.

Thus day care, formerly an advocate for the child, then for the parent (especially the mother), seems now to speak for the family. The policy implications of these different orientations are profound and far-reaching.

Because of its importance in the lives of children, one can imagine day care becoming a bold instrument of social policy. In fact, day care has not made policy; it has followed along when policy has been made. It has grown somewhat haphazardly, changing its own definition every ten years or so. At present it does not know whether it should serve the child, the parent, or the family. It cannot make up its mind whether it is a service for families with social pathology or for all families, whether it should be limited to children from economically underprivileged families or be offered to all children, whether it wants to change children or preserve cultural styles from one generation to the next. It does not know where to obtain its official identity. This confusion can be seen in state licensing patterns. The welfare department handles licensing in thirty-six states, the health department in five, and some different agency or combination of agencies in the remainder. The department of education is the licensing body in only one state, although it shares the task with welfare in one other and makes recommendations in many.

Thus, it is precisely in this area of planning for our children, except in the grossest sense, that we are most timid in this country. With our tradition of valuing rugged individualism, we have been reluctant to say much about the kinds of children we want. Do we want obedient children? Happy children? Adaptive children? Children who remain faithful to the values of their families? Militant children? Bright children? Group-oriented children? Woodstock and Maypole youth or Peace Corps youth? Eventual adults who can

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slip from one type to another? Professor Urie Bronfenbrenner has commented on the extent to which child rearing in the U.S.S.R. has a clear objective to train children as responsible citizens of the Soviet state, in contrast to the lack of objectives and belief in autonomy in the U.S. In our concern for individuality we occasionally find license for evasion of the responsibility for guidance.

What the day-care field needs in order to be a powerful instrument of social policy is a forum from which to advertise its potential and a willingness to proclaim its importance. To this author that forum ought to be public education—albeit education defined more flexibly and comprehensively than it is today. Actually there is little justification for a conceptual separation between public education and public day care, for most schools are "day schools" and represent "day education" with or without the supportive family services generally offered under the rubric of day care. The significant difference, however, is that day care generally enters the lives of children at an earlier age, and, as infant day care becomes more respectable, the age of entry will become even lower. Any experience that enters the lives of children at a time when they are impressionable, when basic patterns of expressing, thinking, feeling, and problem-solving are being developed and value systems are being assimilated, has no need to feel apologetic.

The suggestion that day care find a forum in education may sound like a partisan recommendation. But I am talking more about a conceptual model for program design than about professional auspices for program operation. This orientation need not close out any of the diverse models now being tried. Essentially the same suggestion has been made by others, including Florence Ruderman in her book *Child Care and Working Mothers*:

> Day care, regardless of the auspices under which it is offered, should be developed as a child-care program: a program directed to optimum social and psychological health of the young child whose mother cannot care for him for some part of the day. . . . But a given family's need for social casework or other forms of help should no more define day care, nor determine eligibility for it, than the existence of social service departments in schools and hospitals now defines these facilities as social work services. For organized child-care service in this country to develop and meet adequately a growing social need, it must be recognized as a positive social institution and enabled to stand in its own right as an essential child-care program.

The challenge becomes one of having

comprehensive child care embraced as a legitimate endeavor of that behemoth of public policy, public education, without having it consumed in the fire of an encrusted bureaucracy and without any loss of concern for "care and protection." Public education would do well to stop and reflect occasionally that one of its concerns should be with the care and protection of the children and youth who come within its sphere of influence!

At this moment in history, when we are on the threshold of embarking on a nationwide program of social intervention offered through comprehensive child care, we let ourselves prattle about such things as cost per child, physical facilities, or even community control. And when we begin to think big about what kinds of children we want to have in the next generation, about which human characteristics will stand them in good stead in a world changing so rapidly, we fall back on generalities such as care and protection. Yet any social institution that can shape behavior and help instill values and competencies and life-styles should also shape policy. Early child care is a powerful instrument for influencing patterns of development and the quality of life for children and adults. Because of its power, those who give it direction must not think or act with timidity.

WIT TWISTER #205

Edited by ARTHUR SWAN

The object of the game is to complete the poem by thinking of one word whose letters, when rearranged, will yield the appropriate word for each series of blanks. Each dash within a blank corresponds to a letter of the word.

The _ _ _ _ _ _ _ _ await
their turns to dance and play,
But first this pompous _ _ _ _
_ _ _ has his say.
With lordly _ _ _ _ _ _ _ _,
and with chest puffed out,
He'd fill our strutting _ _ _ _
_ _ _ with self-doubt!

—A. S.

(*Answer on page 76*)

Oasis in East Harlem

Continued from page 53

by first grade, some children are already irretrievably lost. Consequently, there has been mounting concern among parents that day care be more relevant to their children's lives, and there has been mounting apprehension within the day-care Establishment that parents are becoming a bit too intrusive.

In fact, the conflict is not drawn along such simple lines. Dissatisfaction with New York's day-care programing has come from all quarters, from outraged parents as well as frustrated professionals. Until recently the administration of early-childhood programs was divided among half a dozen agencies and organizations in New York, making for hopeless confusion and overlapping services. The division between funding and licensing created more chaos. The Division of Social Services, for instance, is responsible for the funding of all its centers, but each center must first be licensed by the Department of Health. Twenty-five years ago, such a dichotomy made some sense; today, it is simply another barrier to beginning a day-care center. Not only are the health standards—regarding everything from facilities to staffing qualifications—rigid and antiquated, but they often lead into an absurd circle. You have an unqualified staff, so you can't get licensed, so you can't get funded; and you can't get a qualified staff because you can't afford to pay without funding.

Even such Lewis Carroll logic might have been tolerated as long as day care remained a relatively small phenomenon. But day care is beginning to expand at breakneck speed, and the potential for its expansion is enormous. Out of a total of 825,000 children under the age of six in New York City, something fewer than 10,000 are actually in day-care center programs. DOSS waiting lists alone include 8,000 children. (The figure for all early-childhood-type programs is closer to 50,000 enrollment, still only 7 per cent of all preschool children.)

In March 1970, a beginning was made. Mayor John V. Lindsay appointed a twenty-one-member task force to examine early-childhood services in the city, and hopefully to create some machinery for incorporating the burgeoning day-care movement. Four months later, the task force released its report, *The Children Are Waiting*. The general thrust of the report was to cut away bureaucracy, to consolidate existing agencies under one roof (the Department of Early Childhood Services), to

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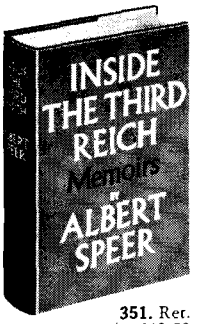

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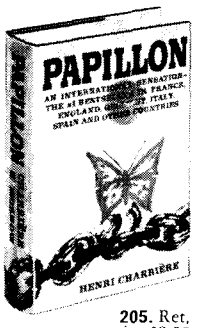

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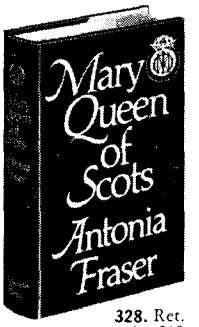

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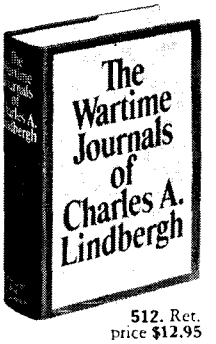

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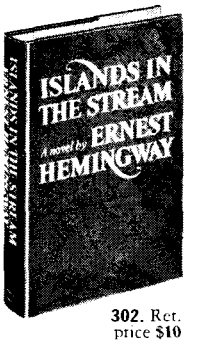

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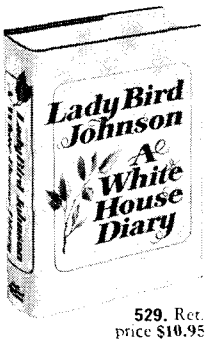

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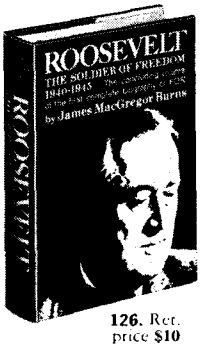

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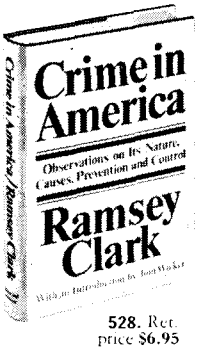

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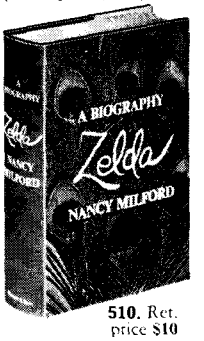

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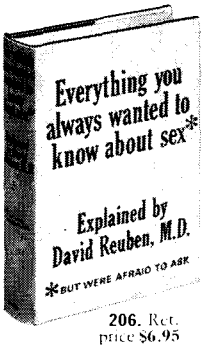

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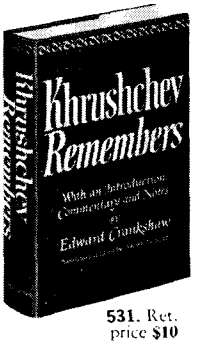

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facilitate licensing, to facilitate funding (an "interim" funding program was created to help new centers get on their feet), to loosen up staff qualifications, and to involve a broader spectrum of persons in the work of day care. Among its ten major goals, the task force recommended "strong parent involvement in all early-childhood centers."

It is too early to evaluate the impact of the report. It is too early to tell if some of the report's progressive reforms will mean a real shake-up in the operation of day-care programs or whether it is just another juggling of power on paper. Already, however, members of the community day-care centers, encouraged by the report, have stormed the Human Resources Administration, demanding that the city recognize their existence and provide funding.

As parents and community become more and more intimately involved in the running of day-care centers, there is sure to be opposition. The older, traditionally oriented day-care paternalists fear the possibility of a new uniformed tyranny, a tyranny of parents without knowledge, expertise, or qualifications. There is always talk of qualifications, of *certain things* you have to know, no matter how much you *care*. There is argument that parents have no broad perspective, that they have no experience in day care, that their involvement is limited to the preschool span of their children. And there are counter-arguments—that parents have the *best* knowledge, that day care is *family* education, that a parent's interest is more permanent and does not exclude professional help and expertise. Nancy Stewart, president of the Day Care Council, a private federation of day-care groups in New York City, hopes the debate does not become polarized. She emphasizes "cooperation" and a "team approach."

"Up to two years ago," explains Stewart, "no parents could serve on the board of directors of day-care centers. The East Harlem Block Schools became the first exception, but the door is not yet open. We very much hope we can combine professional expertise with the darling little neighborhood mothers."

But all the nice talk and all the visions of cooperation and all the task force reports have yet to transform the attitude of the Division of Day Care toward EHBS or similar centers. Dorothy Stoneman, executive director of EHBS, bursts into the nursery after a downtown meeting. "I absolutely give up!" she cries. "There is no talking with those people. We just have to go our separate ways."

In a recent letter to Sugarman, Stoneman again underlined her exasperation with the rigidity of the city's day-care guidelines. "Now while everyone in the city is talking about the 'educational component' and the 'social services component' and the 'health component' and the 'community liaison component,' in our [EHBS] centers all of these components continue to depend on the sheer stamina and determination of overworked staff and parents. . . . The patience of the people here has run out. We no longer trust that our participation in committees designed to create changes through discussion and compromise is sufficient to bring about the necessary changes." Included in her letter are requests for thirteen specific budget items, such as equipment, a professional health coordinator, and money for family workers. Twelve of those items are included in the task force's recommendations.

It is a slow business. At EHBS, it is a fight to survive. In numberless other communities, it is a fight to be born. The fate of EHBS may well chart the future of New York's day-care programing. There are exciting things going on at EHBS. There are new ideas flying around. There are new people. There is a light and a glow. And there is that extraordinary phenomenon of parents joining in the education of their children, pushing that education forward, and beginning to dissolve the senseless barriers that divide a community from its schools.

Such innovation will never be absorbed smoothly into the creaking order of things. But if there is struggle ahead, there is also new room for hope. In the middle of a New York ghetto, a bunch of parents are running a day-care center, and it is an oasis of smiles and learning. It is some kind of a frontier.

—Richard Bellak

"There has been mounting concern among parents that day care be more relevant to their children's lives."

Fly Bait

by Charles G. Bell

Stung with sweat and flies
I strip for the rock pool. Dive.
When I stand out cold, clean,
Black swarms on my clothes
Snub me. Like all the world's fools,
Sold on the leavings of a man.

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White House Conference

Continued from page 57

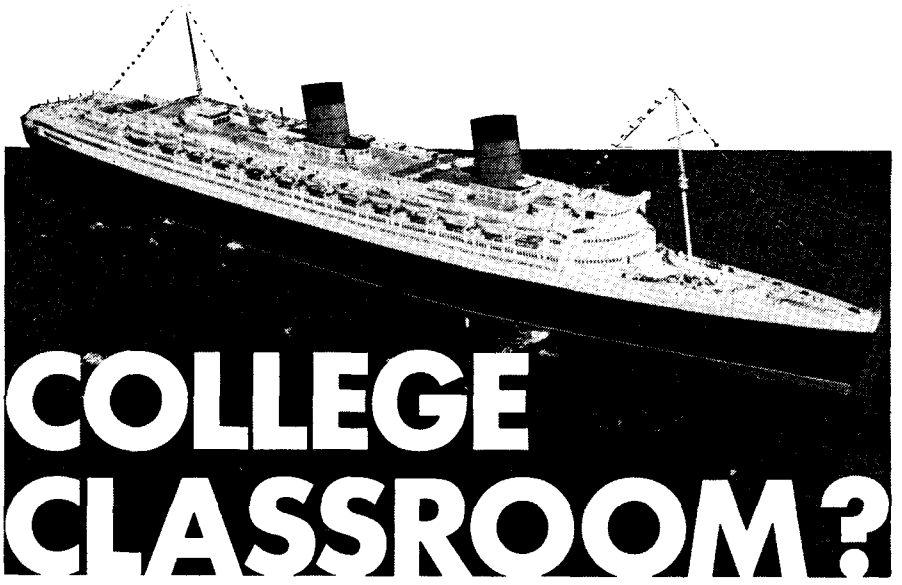
President, was unanimously elected to be the personification of evil—and just as foolishly, an apotheosis of children bubbled in the decadent halls of freshly renovated Washington Hotel. ("You can't kid a kid. I'm with 'em. We got a great world coming up.")

With about a year to prepare—although various states engaged in numerous preconference sessions—Hess pulled together a staff of people who could run a conference of grandiose proportions and were able to "connect" with those people who know children, who work with them, who study, film, record, transcribe them, who care, feel, and politic for them, and, often sadly enough, who feel themselves to be child "experts." Hess's goals were to produce high-quality forum reports, demonstrate to the nation what the possibilities were for governmental reform, and get children's concerns on the front pages of newspapers where our present hot political action monopolizes public attention.

In preparation, hundreds, probably thousands, of individual credentials were sifted through, as well as the names of such institutions and agencies as UCLA and Harvard, the Boy Scouts, the Red Cross, Planned Parenthood, National Urban League, YWCA, and the Jews and Catholics and the Appalachians and the New Yorkers, the browns, blacks, whites, the poor and the rich and famous and powerful and the powerless, and all the states and regions and planes of visibility, and Yale and Michigan and the American Diabetes Association and day-care people and the American Academy of Pediatrics, singers, dancers, and shrinks—everyone was there, selected by some incredible sorting procedure for this carnival.

Clearly there were names that should have or might have been there that week. Maybe they were asked and declined, or maybe they were proposed and rejected by a White House representative or group that presumably approved the names of certain prominent participants. In any event, twenty-six forum topics were selected as the organizing feature of the convention. Selected by the staff, the topics of each forum were meant to consider the lives of all children, poor and rich, rural and urban. Furthermore, each forum was grouped with associated forums to produce six topic clusters.

How much the White House actually influenced the choice of forum chairmen, vice chairmen, and membership, usually about sixteen per forum, is not known. Though participants



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continually complained about the proverbial "setup," a staff member reported White House indifference and noted that on one occasion Hess had told his own superiors they would have to let him appoint his selections or he would quit. ("I thought the arrangements were marvelous. We were preselected, but we have a cross section here. In our forum we have a black mother and a blind boy.") What did happen is that upon the suggestion of hundreds of people and organizations, forum topics were developed, state chairmen selected their delegates —a status distinct from that of forum members—and forum chairmen were assigned responsibility, with forum members, for preparing rather lengthy working papers to help the delegates meet the goals of the conference: to "pursue the problems of children through examination; to establish priorities; to predict problems; to provide a national forum for the exchange of ideas; to identify, encourage, and solicit participation"; and "to establish orderly and effective procedures for implementation and administration of whatever proposals and ideas would come forth."

And so they came from all over: deans and professors, students, poets, mothers, fathers, the top dogs of organizations, the near to the bottom dogs as well, and some of them the ones on society's firing lines. Then, weighed down with schedules, lists of meeting rooms, and announcements of special events—film showings, workshops with artists, musical events, demonstrations of all sorts, concerts and mini-concerts (like the one in which a group of children entered a forum, sang a chorus of "Over There," and departed), photographic exhibitions, field trips to local schools and hospitals, video tape showings, graphics displays, cartoons, sensitivity training sessions, fantasy simulation games, role-playing exercises, synectics, improvisational training, dance groups, puppet shows, staged injury situations, psycho-socio-drama — and overwhelmed by an endless parade of people with badges decorated with a little green stem and red dot bud flower that said, I suppose, children, grace, growth, and loveliness, they began to sculpt the wording for proposals and priorities.

As I walked in and out of the rooms where forum members met, sometimes huddled around a table, sometimes as an audience listening to a senator ("We need to do for America's children what Nader did for GM") or film-maker, a psychologist or nurse, I began to feel as though the conference set was indeed a carnival, its wondrous booths constructed overnight out of the blocks of an unfamiliar community.

In the forum meetings they spoke often of personality formation, the effect of parents, religion, ethics on the early years of child development and how parents still don't know enough about the emergence of that thing called "identity" in the smaller persons who carry the evolution of our genes. ("What we need is a *Sesame Street* for adults.") They spoke of child environments, of trees and parks and land use. One group even built a miniature physical environment. I caught them there speaking of a child's world while sitting in children's chairs and dropping their cigarette ashes, I suppose, onto a child's floor.

Education, too, would have to undergo a mighty change, they felt. Free schools, experimental schools, and whole new options for learning would have to come into existence by the twenty-first century. Maybe the nation's 200th birthday would be a propitious time "for a nationwide dialogue about our entire learning enterprise."

In one room Jane Elliot had made a bunch of people screaming mad when her exercise in the experiencing of prejudice, in which brown-eyed people "confront" blue-eyed people, had taken most but not all of them by storm. A fair young lady with golden hair looked deep into my eyes as I innocently entered the room. I loved it. A chunk of Eros in the middle of the midway. For the moment I thought she would offer something in the vein of the college freshman who, taking pity on the rings under my eyes and the tremor in my note-taking hand, had offered to split the one joint she had brought to the convention. But Goldilocks was hunting for pigment, not action, and suddenly I heard her voice for the first time, soft and mellow as the old Danny Kaye record: "Get out, you brown-eyed bastard!" Traumatized, I caught the lovely face of a man nearby with handsome blue eyes reading *The New York Times.* His flowered badge said "Diaz, New York." He gave me a look and said in perfect English: "Don't ask me. I just got off the boat."

In the forum meetings on health and handicapped children there were no such exercises. Early diagnosis and proper treatment and the delivery of care to children were naturally on everyone's minds. In forum 13, the working paper had stressed ways to avoid sociological and psychological as well as physical accidents to children. The mood of the health reports and of forum meetings was usually deadly serious. Other reports noted the problems of family roles, the particular pressure on women, and the nature of delinquency, alienation, and violence.

But something was amiss. A booth had been emptied or never erected at all. They were fighting something out in the conference rooms; they made demands of their chairmen; they griped over their forum assignments; they swore behind Mr. Hess's back; and they saw their morale topple as they asked themselves what good could possibly come of it all. Children, their rights and needs, their gorgeous beau-

"Come on! For the hell of it, let's just go down to the American Civil Liberties Union headquarters and see if we can make them blow their cool."

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1. Diagnosing peak intellectual activity periods: This is a rarely used temperature test which can precisely identify the time of day which makes for optimum comprehension, retention, and conceptual grasp. It also differentiates times of day best for intellectual performance and times best for rote retention.

2. Compensating for defective schools: There is too much bad teaching, too much teaching methodology inappropriate to the individual child and young adult. When you can't change schools, what do you do? Clear, easy to use diagnostic tests and step-by-step instructions on how to repair damage and increase learning efficiency.

3. Providing infants with Intelligence Maximization: At last, it has been demonstrated that the first months of infancy can minimize or maximize intelligence development. What do you do? What are the clear instructions

which govern parental behavior, the infant environment, the language and message systems which potentiate the infant?

4. Answering the Hunger for Continuing Education: Lists of books are all well and good. But how do you design an authoritative program—better than what is generally available in universities or colleges with continuing education programs? What about new forms of reading skills? What about professional self-testing?

5. The Answer to School Drop-Outs: There has been too much sermonizing and too many generalities. The latest studies agree on the need for diagnosis, short-term motivation techniques, the development of better learning skills. The techniques are reasonably simple—once the problem is identified.

6. New Skills Acquisition in the Middle Years: The problem is not one of learning—but relearning. Remarkable techniques have been available for many years—had somebody cared to put them in such form that anybody could apply them. That form now exists!

I.Q. has planned an almost inexhaustible series of articles, features, tests, devices—all with the learning needs of all components of the general public in mind. It has reached out for the best minds, the most important researchers, the best learning technicians in the world. The only criteria that were set—no theory, no generalities. Readability, usability.

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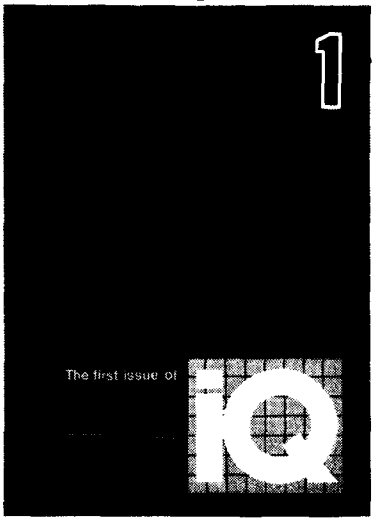

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ty and safety, their splendid potential and hope were becoming nothing more than weightless symbols to use in such homilies as "mother" and "apple pie." No, Sir, they would leave a mark on Washington; they'd let Nixon know they were not about to be run through another high-pressure, low-action convention.

Different groups accordingly proposed a non-tax-deductible children's lobby aimed at securing "enactment of needed legislation"; an Institute for Child Development and the Mass Media; a Commission for the Next Generation; a Special Committee on Racism and Peace; a Presidential committee to protect the rights of families that fall outside the "two-parent" form; a commission for children and families charged with altering personnel policies and ending child exploitation in any form of commercialism; a Presidential task force establishing a fund for children's services as well as for broadening the understanding of day-care needs; and many more.

On Wednesday, two nights before the conference ended, a so-called minority caucus that had allied blacks, browns, Spanish-speaking–Spanish-surname people along with Women's Liberation members presented what they called a plenary session. There were speeches and recitations by local ministers, author Piri Thomas, a young Panther, and an Indian from the Midwest. At that meeting some sixty-seven demands were passed as chairman Charles Hurst, with pride in his eyes and a trace of victory in his voice, asked those supporting the demands to say "aye," and those opposing them to stand up. Applause greeted his words that the proposals would be taken directly to the White House.

The minority caucus boycotted no conference activity, but turned their badges upside down as an expression of gross dissatisfaction with the entire structure of the week and their intolerance of the upside-downness of the convention's priorities. Upon unanimous acceptance of the caucus's proposals, badges were again flipped right side up, and so the little green and red flowers that, reversed, had become dainty Christmas bushes were now righted. An integrity, a union of people, was born that night; sentimental perhaps, but lovely and hopeful. ("We're together now. God, look at us. We're together now!")

By Friday afternoon, most had left Washington. The hotel lobbies and meeting rooms heaved exhaustion, and papers were strewn everywhere. In response to the demand for an official plenary session, Hess, supported by several forum chairmen, had countered with a plan calling for forum and cluster chairmen to draw up lists of their groups' overriding concerns and specific forum recommendations. In addition, any caucus procuring 200 signatures could put forward one such concern. Then everyone voted, first by ranking their priority of the sixteen concerns and next by checking off six of twenty-four recommendations. The rationale for such a procedure, according to Hess, was that a typical plenary session would have given an average of about one minute of air time to each conferee and have precluded an opportunity for a dialogue.

At 10 o'clock Friday evening, ten hours after the official closing time of the conference, representatives of the press, television, and radio hounded a tired lot of loyal souls counting, checking, verifying ballots on which some 4,000 Americans had expressed their choice of overriding concerns. It all seemed utterly pathetic to some that with so much to be done, it, the conference, America, had come down to this: A mother admonishing her children, apple pie, Jello, or ice cream, but not all three.

One could not come away from this event, from this ordeal, with a single thought, with that one lead-in or headline. There were too many messages that cried out to be transmitted at once: the many times television and textbooks were rapped for perpetrating disease and prejudice, and for desecrating children's imaginations; the raucous good humor in the Olympia Bar and hotel coffee shops; the black man who proposed dedicating the conference's final report to those children who never benefited from the 1960 White House Conference but who died in Vietnam all the same; the organization leaders, sponsors, academicians, and practitioners who spoke of their private enterprises and interests and hidden agendas; the Spanish-surname gentleman who, in urging the legalization of Spanish, recited the statistic that 30,000 California school children were diagnosed as retarded because no one took account of the fact that they didn't speak English; the Minnesota Indian who told of finding his daughter weeping before the television set, rooting for the cowboys because she simply could not stand being a loser any longer. And through it all, the constant image, the laser beam of human beings forgotten, mismanaged, homeless, splintered, dehumanized.

But did whoever listens to these things in Washington hear us? Did they see us? And, as Piri Thomas asked several times at the minority caucus plenary session, did they dig it?

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New Books

Textbooks and the American Indian, *by Jeannette Henry, edited by Rupert Costo (American Indian Historical Society, 269 pp., $4.25);* **How a People Die,** *by Alan Fry (Doubleday, 167 pp., $5.75),* collide monumentally. *Textbooks* deplores an erroneous image of Indians as disreputable, gratuitously proffered in scores of school texts. Contrariwise, Fry's documentary novel tells of tribes described by a thinly disguised autobiographical protagonist as "the hardest God-damned people on earth to help." "We Indians," asserts the first book, "know . . . that it is the textbooks that are lying." In the second title, Fry tells of what he sees, and what he sees is bound to shock the comfortable novitiate in the business of cultural survival. *Textbooks* sweeps across North American Indian territories. *How a People Die* focuses on particular British Columbia Indian communities. Thus differing in form and style, each evinces a concerned passion for just solutions to the manifold problems of a neglected minority. Read both soon.

Moral Education: Five Lectures, *by James M. Gustafson, Richard S. Peters, Lawrence Kohlberg, Bruno Bettelheim, and Kenneth Kenniston, with an introduction by Nancy F. and Theodore R. Sizer (Harvard University Press, 136 pp., $4.95),* merits prime reading time. Its five discerning essays test the introductory proposition that "teachers and children can learn about morality from each other." Gustafson stresses moral action. Peters and Bettelheim argue respectively for mastering interpersonal rules and accepting learning as a function of hard work. Kohlberg contrasts the "bag of virtues" concept of morality with a Platonic morality of justice. In the closing contribution, Keniston rounds off his perceptive psychohistorical review of today's world with the suggestion that not justice but the preservation of life is a principle most worthy of guiding moral development. Elegantly printed with unjustified right margins, this splendid little book is amply justified in every other sense.

Play and Play Grounds, *by Jeannette Galambos Stone and Nancy Rudolph (National Association for the Education of Young Children, 73 pp., $6.50),* explores "the universe of children's outdoor play." Respectively, writer and photographer, Stone and Rudolph have come up with a dramatic assessment of America's parks and playgrounds. First, they determine how children really do play. These child-

The Target

Schools for the 70's and Beyond: A Call to Action is a brand-new report of the National Education Association's Center for the Study of Instruction. The book is intended to serve as the basis for "educational . . . town meetings," where parents, teachers, students, and administrators can "debate the essential questions regarding the purposes of schools. . . ." (Audio tapes, discussion guides, and supplementary publications are planned in addition to the major volume.)

The report is a reflection of American education itself: well intentioned, somewhat fuzzy in focus, containing a great deal of good material, but quite a bit that is irrelevant as well.

NEA ticks off all the depressing problems of this decade: Vietnam, environmental pollution, our sick cities, etc. It then asks: Are the schools to blame? Can the schools solve these problems? John Goodlad provides an answer: ". . . We must . . . differentiate between what education can do in the long run and what human engineering can do in the short run."

This is a distinct departure from the post-Sputnik era, when many educators were willing to do penance in sackcloth and ashes for allowing the Russians to be the first in space. In return for this self-flagellation, the Eisenhower administration supported a National Defense Education Act.

The age of the educator-martyr, however, is gone. NEA President Helen Bain writes: "The central theme [of this new report] is that we in the organized profession need to change the system. . . . We will no longer be the victims of change; we will be the agents of change. And the time to start is now."

Major goal for education reform in the 1970s, NEA says, is to make the schools "humane institutions." Humaneness is "the development of each student as an individual."

NEA's thesis is that certain forces inhibit humanizing the schools:

- The system
- Inability of teachers caught within the system to respond to the call for humanism
- Real and imposed differences among students
- Curriculum
- School organization and evaluation
- Finance

NEA describes why these various forces are problems and explores ways the difficulties might be resolved. No "firm recommendations" are made—only "options . . . to be tested."

Those who still think in terms of the old NEA are in for a rude awakening. Who would have thought of reading the following in an NEA report? "Many teachers don't belong in the profession and should get out of it." The report calls for greater teacher control over those in its ranks.

Even money—that old NEA favorite—is no longer the be-all and end-all, though NEA does not ignore the subject completely. It points out that the cost of one atomic submarine, for example, could buy school lunches every day for a year for 1,416,000 children.

The report's major defect is that it is loaded down with so many haphazard tidbits of information, statistics, news items, and case studies that the viewpoint often becomes blurry and confused.

There are valuable suggestions, however, capable of being lifted out of the book and used by the teacher immediately. (Ole Sand's section on promising trends in evaluation techniques is excellent.)

Schools for the 70's—imperfect as it may be—could prove to be an important educational publication. This will depend on the wisdom of parents, teachers, administrators, and students in making use of the best in this report to remake the face and remold the character of American education. (Available March 1 from NEA Publications – Sales, 1201 16th Street, N.W., Washington, D.C. 20036, 148 pp., hardcover, $4; paperback, $2.25.)

—HOWARD J. LANGER.

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hood proclivities they match with adult provisions for city recreation. The result is a luxury book full of touching surprises and compelling advice. Its textual argument, graphic sensitivity, and businesslike documentation are worth any urbanite's close, repeated attention.

The Hidden Curriculum, *by Benson R. Snyder, M.D. (Alfred A. Knopf, 203 pp., $5.95),* will gain recognition as one of the more cogent "college unrest" books. Its main contention is simple. There exist, Snyder explains, *two* curriculums governing the university degree. In addition to mastering the substantive one (say, physics or history), a student must cope with its tactical complement, the academic game whereby

his appropriate responses to institutional prejudices will best ensure a high letter-grade transcript. Compelled by overassignment to indulge in "selective negligence," students try to conquer this latter curriculum by second-guessing mentors whose time, alas, is also fragmented by conflicting professional demands. Some students thrive. Others' reactions vary from cynical role-playing to black despair. Most provocative thesis.

The Professional as Educator, *edited by Arthur W. Foshay (Teachers College Press, 128 pp., $4.95),* entertains professional views on university professionalism. First voiced in a seminar-colloquium series underwritten by the Charles F. Kettering Foundation, these lectures hold up quite well, despite the fact that during the period of their delivery at Teachers College, Columbia, student protest knocked much modular theorizing into a political cocked hat. Editorially, here is a satisfying slim volume. Talcott Parsons and William J. Goode write on, respectively, the university as legitimizing institution and the limits of professionalism. Mario Fantini's essay on the community's reform role contrasts in its impressionistic dejection with Francis A. J. Ianni's more tightly structured appeal for new institutional models. Alan B. Knox and editor Foshay round out the discussion with presentations on graduate work in education. Nice balance.

—JOHN CALAM.

Answer to Wit Twister, page 66: troupes, spouter, posture, pouters.

Two Cheers For Technology

Continued from page 21

moves out en masse to the suburbs, where the open land is geometrically sliced into subdivisions. The lowing of cattle gives way to the grunt of the bulldozer, and the station wagons pile up at the supermarket. "Spread city," or megalopolis, is rapidly becoming a forbidding place in which to live, for rich as well as poor. Last year, when S. J. Perelman left New York City for good, he exclaimed: "Plants can live on carbon dioxide, but I can't."

The international trade in non-nuclear weapons—jet fighters, tanks, machine guns—is now estimated at $5-billion a year. Every mini-nation in Africa and Asia seems ready to mortgage its future in order to be immediately outfitted with lethal weapons. The big nations, the sellers, in this profitable trade are always glad to clear their stocks of old models.

The crime rate is greatly aided by the getaway car, and civilian terror and confusion are aided by anonymous telephone warnings of bombs about to be exploded. The hijacking of airliners, and the consequent holding of passengers as hostages, is something quite new in political terrorism. Its only offset is another demonstration that, in an age of high technology, this is one world or none.

Certainly, there are additional liabilities, but those that I have indicated are a representative lot—perhaps the most serious ones. Let us turn now to the assets. What has technology done for the good life?

The human condition in high-energy societies has been improved by better diets, health care, education, and scientific knowledge of vitamins. Young people are now taller, stronger, and better favored than their parents or grandparents. This is markedly true in Japan. In America, some 40 per cent of all youngsters of college age are in college. When I was a young man, the figure was below 5 per cent.

People in high-energy cultures live longer, are more literate, and enjoy more travel and recreation than the generation that preceded them, while the ratio of poor people to total population has declined drastically. No society in history has ever remotely approached the standard of living enjoyed in the United States, defined in either dollars or materials consumed. No society has ever been so well nourished, so well bathed, so well doctored. No civilized society, furthermore, has ever worked such short hours to produce and distribute the necessities of life.

Two dark spots in this otherwise bright picture must be noted.

America's affluent society does not adequately care for its old people. The elderly have a sharply declining place in the family compared with the grandparents of a simpler age. The average "home for the aged" can hardly be called an asset to the human condition.

And secondly, this affluent society is built on an exceedingly shaky foundation of natural resources. Here we connect with the liability of a degenerating environment. The United States with only some 6 per cent of the world's population uses up some 40 per cent of the world's annual production of raw materials. If all the world enjoyed American affluence, there would be about twelve times the current demand for raw materials—an impossible drain on the resources of this planet.

Here is an equation that must be faced, probably before the twentieth century has run its course. If the so-called hungry world of Asia, Africa, and Latin America is significantly to increase its living standards, America and other high-energy societies must decrease their consumption of raw materials. This does not mean that the latter must retreat to the economy of scarcity, but it does mean an economy programed for a great reduction in waste, for recycling used materials, for the elimination of planned obsolescence.

If the technology of production is really to serve the human condition, it might well have as its goal the concept of "perpetual yield." The lumber barons of the nineteenth century in America operated on a "cut out and get out" program that promised to destroy the forests of the continent. Beginning in Maine, they slashed through New York, Michigan, Wisconsin, Minnesota, and on to the West Coast, leaving behind a desolation where the very soil was burned away. Then came a miracle. The lumber industry, at least some of the larger companies, realized that they were sawing off the limb on which they sat. They halted their wholesale policy of slash and burn, adopted "selective cutting" to keep the forests healthy, and planted millions of young trees. They shifted to a perpetual-yield basis, whereby a forest would be cut no faster than its annual growth.

Is this not a sound goal for all economic growth? *Keep the natural resources of the planet on a perpetual-yield basis.* The calculations will change, of course, as technology improves the yield. A fine example is the growing possibility, through intensive research and development, for employing thermonuclear *fusion* as the

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world's chief energy source. There is very little danger of radiation, and the hydrogen of the seven oceans will form the raw material for the process—good for thousands of years. Coal, oil, natural gas, and hydroelectric developments will no longer be prime sources. Fusion power—probably employing lasers—can be a great asset of technology, indeed, and might be operational within a generation. The rapidly developing new methods for recycling wastes of all kinds, solid and liquid, would also form an important part of the perpetual-yield concept.

Labor-saving devices in the field have just about abolished the institution of slavery all over the world, while in the home they have liberated women from a load of grinding toil, at least in high-energy societies.

Technology is now making it possible to mine the ocean and is thus opening a vast treasure chest. It has been proposed that the United Nations receive a royalty from these riches as they are developed. No nation, no corporation, no person owns the open oceans and its floor; it belongs to all mankind—with decent respect, of course, to all forms of life within it, and the ecosystems that govern it. Intelligently planned and carefully exploited, it may well be that the raw materials and foodstuffs of the oceans can markedly increase the concept of perpetual yield, and permit a higher ceiling for living standards all round.

It is not difficult to make a terrifying indictment of technology. It is not difficult to make a heartening list of benefits. The problem is so complex on one level, and yet, in essence, so simple. Granting the available resources of this planet, how many human beings and their fellow creatures can be supported at a level that makes life worth the living? A dependable evaluation is very difficult. We can be sure, however, that nothing is to be gained by following the prophets of doom back to the Stone Age.

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ACADEMIC POSITIONS—U.S. and Foreign. All levels and subjects. Come in or send $1.00 for list of hundreds of positions. Private School and College Bureau (Since 1925), Suites 422-24, 342 Madison Avenue, Dept. SR, NYC. 212-OX 7-4341.

BOOMING AUSTRALIA WANTS YOU—New 1971 Australian Handbook describing free passage plans, citizenship requirements, employment, business, farming, teaching, fishing, etc.—plus application forms and Employers' list. $1.00 Buckeye, Box 1032CP, Fairborn, Ohio 45324.

EXCITING OVERSEAS JOBS. Directory $1.00. Research Associates, Box 942-R, Belmont, California 94002.

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EMPLOYMENT OPPORTUNITIES

(Continued from page 79)

MATH AND SCIENCE TEACHERS: A number of excellent independent schools are seeking able beginners and experienced teachers with good references. Some fee-paid positions. Write today: Placement Service, Independent Educational Services, 80 Nassau Street, Princeton, N.J. 08540 (a nonprofit corporation).

SUMMER JOBS—Over 150,000 summer jobs (also 8,000 permanent) open right NOW in U.S. and Overseas. Gives specific job data, salaries, addresses, etc. Hurry! Jobs are filled early. Used and approved since 1952. Regular price $6.00. Special—rush $4.00 now for new 1971 "Summer Job Directory." Resume manual $1.00 or FREE with order. Summer Job Center, 173-SR North 9th Street, Brooklyn, N.Y. 11211. (Add 25¢ regular mail, add $1.00 first class.)

OVERSEAS EMPLOYMENT—Australia, Europe, South America, Asia! All occupations. $700-$3,500 monthly. Write: Employment International, Box 29217-MV, Indianapolis, Indiana 46229.

EXCELLENT COED CHILDREN'S CAMP northeast. Leadership positions in Dance, Theatre, Music, Arts, Aquatics, Golf. Liberal salaries, quality programming. Send resume Box Z-390.

HOW TO GET JOBS OVERSEAS—Europe, Asia, Worldwide, lists, hiring organizations. 253 pages inside information. $2.98, refundable. Staydrysr, Whitestone, New York.

COUNSELORS—Maine boys' camp—Head Waterfront—Mature. One of the finest, best equipped, camp waterfronts-swimming (WSI). Group Leaders-general (younger boys). Tennis, Nature, Judo. 20+, single. Beautiful surroundings, excellent salaries. Camp Wildwood, 336 Central Park West, NYC, 10025. 212-UN 5-0925.

OVERSEAS JOBS. High Pay, Travel, Adventure. Directory of over 100 American firms now hiring for overseas projects. $1.00. Transworld, Box 90802-K, International Airport, Los Angeles, California 90009.

"AUSTRALIAN OPPORTUNITIES HANDBOOK"—Latest information about Government Paid Transportation, Employment, Business, Farming, Housing, Education . . . plus "Employers' List" and Forms. Send $1.00. International Services, Box 19107-MT, Washington, D.C. 20036.

WORLDWIDE POSITIONS AVAILABLE. Enjoy high pay, travel allowance, paid overtime!! Write: Global Employment, Box 706P37, Orinda, California 94563.

TEACHERS, TOP MAINE CAMPS—Sports, Arts. 95 Woodchester Drive, Chestnut Hill, Massachusetts 02167.

OVERSEAS OPPORTUNITIES . . . Higher Pay! Free Transportation! Complete information including Directory of 135 companies hiring thousands of Americans overseas . . . all occupations! Send $1.00. International Opportunities, Box 232-MS, Cumberland, Indiana 46229.

EXPERIENCED TEACHERS, innovative new secondary school (7th and 8th grades in 1971-'72). Individualized instruction, warmth, academic excellence, freedom and structure. Director, The Crossroads School, P.O. Box 1405, Santa Monica, California 90406.

WRITER/EDITOR. National educational publication. Must be willing to relocate. Some travel. Salary open. Send resume to: Editor, Instructor, Dansville, New York 14437.

NEED A CHANGE? Willing to relocate overseas? We have immediate openings in all fields. Write: Interploy, P.O. Box 279, Monterey Park, California 91754.

DIRECTOR—Long Island based North American Center of World College. A person with broad educational understanding, capable of giving leadership to the North American program of an experimental world college. Cross-cultural experience desirable; salary in teens. Send 2 copies of resume to Box Z-929.

FRENCH-AMERICAN SCHOOL, Boston, seeks Director. Resumes to Cohen, 6 Wright Street, Cambridge, Massachusetts 02138.

EMPLOYMENT OPPORTUNITIES

LEADERSHIP OPPORTUNITY. The Ann Arbor Public Schools seek an extraordinary Superintendent. For details, write Prof. Paul D. Carrington, University of Michigan Law School, Ann Arbor, Michigan 48104.

JOIN ONE of the nation's most exciting early Childhood Educational Programs. Teachers, Coordinators for regional staff development centers in early childhood education are needed. Teachers with background in nongraded, open classroom. Coordinators with experience to develop and coordinate programs for professionals, paraprofessionals at these centers. Send vitae to K-3, Learning Institute of North Carolina, 1006 Lamond Avenue, Durham, North Carolina 27701.

HOUSES AVAILABLE

For Sale

VERMONT—Village homes, old-time personality or modern, custom-built. Choice acreage. Brochure. ROLAND BEERS REALTORS, Manchester, 05254.

MOVING TO CLEVELAND? For a refeshing experience in modern suburban living, The Shaker Communities offer: A nationally recognized school system; superior municipal services; year-round recreation programs; nearness to Greater Cleveland's cultural-education center and to downtown; fine shopping centers; forward looking integrated communities. Contact The Shaker Communities, 16800 Chagrin Boulevard, Shaker Heights, Ohio 44120, 216-751-2155.

SAN MIGUEL ALLENDE, Guanajuato, Mexico, Apartado Postal 183. 4,000 sq. ft. Colonial show place overlooking town. Built 1967. Heated swimming pool. $65,000. Phone 20390.

WASHINGTON, D.C. In town, integrated, interesting—Neighbors, Inc. Community convenient to everything. All types of homes on tree-lined streets. Live your convictions; know your neighbors. Work with us in schools, recreation, neighborhood services. Write HIS, 7532 Alaska Avenue, N.W., Washington, D.C. 20012.

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MEXICO, Tepoztlan, near Cuernavaca. Colonial house on river, 4 bedrooms, 4 baths, beautiful garden, swimming pool, horses. Available April-July. $500 monthly, servants and utilities included. 212-UN 1-1282.

A VILLAGE of 12 Caribbean Town Houses—right on the beach at St. Maarten. Rent a 2 story, 2 bedroom, 2 bath, 2 patio beach house, available for 2 weeks or longer. Airmail for brochure. Town House, Box 262, St. Maarten, Netherlands Antilles.

NEAR AVIGNON: large Provencale 5 bedroom house in charming, isolated village. Fully equipped, Bechstein grand. $685 monthly, beginning April. References. 714-624-9912, or write Kubik, 586 West 11th, Claremont, California 91711.

GREECE—6 bedroom villa, Aegean island, superb view. Monthly, seasonal. SR Box Z-914.

For Winter Rental

SKIING FAMILIES—Spacious log home, lovely setting, Brandon, Vermont. 413-253-3581.

For Summer Rental

NEW HAMPSHIRE RETREAT: 1780 restored farmhouse, fully equipped, 6 rooms, large studio, 1½ baths. Sleeps 8. Canoe, rowboat, lake. June, July $1,000 or $150 weekly. R. Shaw, Acworth, 03601.

ASPEN—Ideally situated, 3 bedroom furnished house, up to 3 months. SR Box Z-932.

HOUSES FOR EXCHANGE

MEMBERS EXCHANGE HOMES for rent free vacations. Write: Vacation Exchange Clubs, 663 Fifth Avenue, New York 10022.

APARTMENTS AVAILABLE

For Rent

Furnished/Unfurnished

ITHACA, N.Y. Walk to Cornell campus for lectures, concerts. Fairview Heights . . . a new environment for living designed by Marcel Breuer. Write to Fairview Associates, 100 Fairview Square, Ithaca, N.Y., or call Mr. Sullivan, 607-AR 2-3420.

For Rent—Furnished

FLAT in elegant London neighborhood. 2 bedrooms, living room, kitchen, bath, comfortably furnished. Top floor Duke of Westminster mansion. By the week or month. $100 per week. Telephone 212-427-2686, Wallace.

TWO FANTASTIC New York apartments, one duplex, one triplex summer 1971. Box Z-904 or call 212-691-4770.

ATHENS, GREECE—Two room apartment in deluxe apartment house alongside sea. SR Box Z-690.

For Summer Rental

MARTHA'S VINEYARD—Completely equipped apartments. Accommodate 3-5. Box 25, West Tisbury, Massachusetts 02575.

APARTMENT TO SHARE

COME SHARE Florida apartment. Reasonable. View. Older lady preferred. Box Z-924.

APARTMENT FOR SALE

LUXURY BROWNSTONE, 90th Street, West, off CPW. Renovated, unique apartment, 5 rooms + garden. Brick walls, air conditioned, built-ins, Hollywood kitchen, ample closets. Maintenance $231. $30,000 firm. Will give terms to responsible buyer. Owner 212-877-9535.

PROPERTY FOR SALE

NORTHERN VERMONT REAL ESTATE. Brooks Barron, Broker, Hyde Park, Vermont. 802-888-4287.

ST. MAARTEN, NETHERLANDS ANTILLES. Rare waterfront property, panoramic views, 3 superb beaches at hand, 5 minutes yacht marina. Clear deed. $22,000. SR Box Z-679.

460 FOOT FRONTAGE on central Maine lake, 30 acres of towering pines, spruces, hemlocks, birches. Bordered by 900 feet of paved country road. $25,000. Box Z-917.

GOVERNMENT LANDS . . . Low as $3.50 acre! Vacationing, Homesteading, Investment! Exclusive "Government Land Buyer's Guide" . . . plus "Land Opportunity Review" listing lands available throughout U.S., send $1.00. Surplus Lands, Box 19107-MW, Washington, D.C. 20036.

LAND ON ISLAND in Lake Michigan. Absolutely unspoiled. Wooded, surrounded by woods, water, and sand dunes. Village on island. Car-ferry service with mainland. Box Z-936.

BUSINESS OPPORTUNITIES

INTERESTED IN OWNING a franchise? Or business of your own, or full or part time moneymaking opportunities? Find out what's available. Send name for FREE 5 month subscription to Opportunity Magazine, Dept. 599B, 1460 Hancock Center, Chicago, 60611.

FOR SALE: Old established high yield personal bookshop. Philadelphia suburban area. SR Box Z-688.

BUSINESS OPPORTUNITY WANTED

WANTED: Card & Gift Shop. Preferably New England. Net at least $20,000. Box Z-937.

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SPECIAL CAMPS

BRONCO JUNCTION for bronchial asthma. Unique 8 week camp. Coed 7-16. Narrow-gauge railroad, sports, swimming, campcraft, projects. Complete medical-allergy care. 4th successful season. Nonprofit. Allergy Rehabilitation Foundation, Inc., 805 Atlas Building, Charleston, West Virginia 25301. Tel. 304-343-5472. Member A.C.A.

CENTRAL MARYLAND facility available May 15th-September 15th for conferences, retreats or camp programs. Contact Camp Woodbine, Woodbine, Maryland 21797. 301-442-2277.

CAMPS

GOLDEN ARROW—Deer Hill, Georges Mills, N.H. 03751. A small noncompetitive camp.

EXPLORERS' CARAVAN. Travel-camping and outdoor adventure for high school youth: wildwater kayaking; wilderness pack and canoe trips; mountaineering; wild-river raft trip; fine fishing; wildlife, ecology, and survival. Small coed group. 8 weeks. Professional adult staff. Dr. Richard S. Stultz, RD 1, Jamesville, N.Y. 13078.

GROVE FARM WORKSHOP in the Humanities for boys and girls, 14-18. Creative thinking through literature, drama, history, music. Work projects; forestry conservation. June 27th-August 8th. B. S. deFrees, Director, North Rumford, Maine 04278.

CAMP BLUE HERON, Port Loring, Ontario. 3 and 6 week sessions in ecological studies, canoe tripping and fun. Antioch and Cornell trained leadership. Licensed bird bander. Stresses informality and individualized programs. Coed, ages 8-14. Dan Wheeler, 4200 Harris Hill Road, Buffalo, N.Y. 14221. Tel. 716-839-4132.

HAS YOUR TEENAGER OUTGROWN "CAMP"? Vagabond Ranch, Granby, Colorado, suits boys 13-17; unregimented ranch/travel program. 25th summer. Girls: trip Northwest, ranch ⅓ season. Coed March ski camp, Vail. Charles D. Pavek, Washington, Connecticut 06793.

MEXICO—Hacienda Del Solar, Taxco. Coed 12-16 (6 weeks). Combines creative cultural athletic camp program with travel. Enrollment limited to 28. C. Polk, 45 Lake Shore Drive, Eastchester, N.Y. 914-337-4394.

FARM AND WILDERNESS CAMPS—Do you want a small, rugged camp where living is simple? Farm and Wilderness offers three: SALTASH MOUNTAIN for 40 boys 12-15—Friendly, informal, purposeful. Natural science and pioneering. Aquatics. Extensive hiking and canoe trips. FLYING CLOUD for 40 boys 11-14—Primitive, challenging. Live like Indians in 20 ft. tipis. Learn skills, crafts, games re-creating Indian life. DARK MEADOW for 35 girls 12-15—Simple wilderness living with excellent campcraft training, swimming and canoeing, hiking, natural science, "creative cooking." Tipis. Booklets: Write John S. Hunter, Farm and Wilderness Camps, Inc., Woodstock, Vermont 05091.

WESTERN MOUNTAIN OUTINGS. Travel and hike through Western states. Learn with small group and tutor. Teenage boys. June-August. Write David Bucknam, 1401 Fairfax, Denver, 80220 for details.

CAMP BIOTA. Outstanding Natural Science. Boys 8-14. Six weeks. Small enrollment. Horses, canoes. Dr. Forrest S. Evans, Joelton, Tennessee 37080.

THE PUTNEY WORK CAMP is designed for young people who wish to respond wholeheartedly to work, to encounter significant issues of our time, and to explore their relationship to the current scene. Coed. 13-17. Write c/o The Putney School, Putney, Vermont 05346.

SCIENCE EXPLORING FOR BOYS ages 10-15 at Spruce Mountain Camp, Bryant Pond, Maine. Field and mountain trips, ham radio, photography, plants, animals, astronomy, weather, geology, ecology. Exciting concept of science, recreation. Mt. Katahdin outpost camp. Catalogue: William T. Harty, 12 Highland Street, West Medway, Massachusetts 02053.

CAMP KAPITACHOUANE, Kapitachuan Club, Province Quebec. Canoe and fishing trips in central Quebec. Three 4-week trips each month. C trip, ages 12-13; B trip, ages 14-15; A trip, ages 15-19. 10 boys, 3 counselors in each. Enroll one month or two. R. Beebe, Jr., The Gunnery School, Washington, Connecticut 06793. C. H. Williams, Salisbury School, Salisbury, Connecticut 06068.

ATTAINABLE GOALS in varied activities to build self-confidence. Towering Pines for boys—Woodland for girls. Eagle River, Wisconsin. Separate sites—coordinant programs—7½ weeks. Catalogue: Mr. & Mrs. J. M. Jordan, 242 Bristol Street, Northfield, Illinois 60093.

CAMPS

BRITAIN'S BEST Summer Camps—Ages 8 to 18. Five to seven weeks, $750 to $950 including airfare from New York. BRITISH INTERNATIONAL CAMPS, 310 Madison Avenue, NYC, 10017. 212-867-2140.

OVERWEIGHT BOYS AND GIRLS 8-18. Enjoy a summer of fun while losing weight at the original non-medical slim down camps. Complete sports programs. Re-education in eating habits. Usual weight loss 20-45 lbs. Winter follow-up program. For booklet, write Stanley for girls or Camp Tahoe for boys, Box 701, Hurleyville, New York 12747. Phone 212-947-7749.

CAMP CONSULTANTS: Since 1939 we have helped parents in selecting the right Private Camps and Summer Schools. No charge at any time. Visit, telephone or write in detail. The Advisory Service, 500 Fifth Avenue, NYC 10036. 212-736-1660.

JOIN A MARINE ARCHAEOLOGICAL EXPEDITION. Come help excavate an ancient sunken ship. Our professional staff will teach you how. Live aboard ship and on our land base in Bahamas and Florida Keys. Teenage and adult programs. Send for brochure: UNDER SEA ACADEMY, 1060-S Wildlife Road, New Kensington, Pennsylvania 15068. 412-335-8844.

JUDGMENT RIDGE—Unique camp on thousand acres Vermont mountains. Boys/Girls 8/16. Managed by ex-Peace Corps staff. Unpressured. Unlimited riding ($90 extra). 26 horses . . . beginning to advanced programs. Swimming, guitar, art, pottery, sports, farming, construction. Individualized programs, regular to pioneer. A.C.A. accredited. 100 camper limit. No poison ivy. RN resident. $650, $375 half season. Vershire, Vermont 05079. Telephone 802-685-4547.

BROWN LEDGE—Mallett's Bay, Vermont. "One of America's finest camps." Girls 10-18. Free daily riding for all. Finest show horses, mounted lance drill, jumping. Sailing, racing tactics; water skiing, drama, swimming, tennis, golf, archery, riflery, crafts, trips. No extras! "The Complete and Different Camp." For booklet, state age and write to winter office: Miss Barbara Brown Winslow, 155 Dodds Court, Box C, Burlington, Vermont 05401.

D-ARROW WILDERNESS TRIP CAMP. Eastern Maine, Canada. 75 boys, 12-17. Six age groups. 7 weeks. Survival, ecology. Quaker leadership. Allagash, St. John, St. Croix, Machias Rivers. Quebec trip, advanced campers. A.C.A. George S. Darrow, 780 Millbrook, Haverford, Pennsylvania 19041.

BURLEIGH HILL—Boothbay, Maine 04537. Boys. Saltwater sailing, tennis specialties. $1050.

FOOTLIGHT RANCH Summer Theatre and Performing Arts Workshop. Music, dance, drama, June 20th-August 14th. Footlight Ranch, R.D. 1, Wellsville, Pennsylvania 17365.

PINECREST FOR GIRLS—Maine. Memories Unlimited. RSVP 49 Andrew Avenue, Oakland, N.J. 07436.

LAC DU FLAMBEAU, WISCONSIN. Adventurers' Camp for Boys. A seven-week experience in wilderness camping emphasizing ecology. All land and water sports including tennis, riding, riflery, sailing, soccer, water skiing. Flexible program stresses individual needs. Member A.C.A. Lance Robinson, 147 Central, Highland Park, Illinois 60035.

RETIREMENT LIVING

RETIREMENT LIVING AT ITS FINEST at Crestview Center in the heart of the residential metropolitan Toledo (Ohio) area. A specially-developed community where retired people share the security of health services, the comfort of never being alone, the assurance of protection against inflation, the independence of coming and going as they please. Life lease or a new monthly fee plan available. For complete information, write Mr. Maurice Seiple, Director of Development, Crestview Center, Harroun Road, Sylvania, Ohio 43560.

VACATIONS

DAVID'S FOLLY. Country living on Maine Coast. Seafood, garden vegetables, blueberry pies, coffeepot always on stove. Minerva Cutler, Brooksville, Maine.

WAY TO THE WILDERNESS: True western pack trip into unspoiled wilderness. Families and individuals. 2622 Arcadia, Missoula, Montana 59801.

TENNIS: FLORIDA KEYS—Pelican Cove Resort. "Zen" Method Instruction. Islamorada: 664-4884 and 305-664-2811. Hawthorne Bissell.

VACATIONS

FAMILY CAMP WORKSHOP: at Johnny Appleseed, a nonprofit, interracial camp in the Poconos. One or two weeks: August 24th-September 7th. Reasonable, wholesome vacation. Write: 50 Lincoln Avenue, Eastchester, N.Y. 10707.

WHAT'S AN OUTASIGHT RESORT/SPA like us doing in an out-of-the-way place like this? We planned it that way 30 years ago and still rejoice in beautiful unspoiled mountain country, pure Mediterranean-type air. So avant was our garde, we pioneered organically grown, low-cholesterol, low-sodium diet; herbal pack and refreshing water therapies; guaranteed weight-loss program (your own personalized daily schedule—optional). Supervised gyms and exercise classes; pool and all resort facilities; massage, facial, beauty departments. Nowhere else such a varied health-resort day. Attractive, newly decorated accommodations (American Plan at Peso prices). Rancho La Puerta, Tecate, Mexico, 3 easy freeway hours from Los Angeles. For reservations and 4-color brochure, write Box 10, Tecate, California 92080; call 714-478-5400.

HOUSEBOAT ADVENTURE — Explore Upper Trent Waterway, Georgian Bay. 106 Windsor Crescent, Sudbury, Canada.

PATAGONIA, ARIZONA, Circle Z Ranch. Ultimate in riding, birdwatching, sun, siestas.

SAN FRANCISCO ON A BUDGET? Charming, centrally located. Hotel Beresford, 635 Sutter Street.

WINDJAMMER VACATION—Sail from Rockland, Maine to picturesque islands and harbors in Penobscot Bay. $140 weekly. Brochure. Schooner RICHARD ROBBINS, West Bath, Maine. Phone 207-443-3805.

BEACHCOMBER'S "TROPIDISE"—"a get away from it all place." Housekeeping motel rooms, efficiencies, cottages; no tipping. Endless beach. Write Rod & Ruth Happel, CARIBE ADVENTURE INN, Box 158, Sanibel Island, Florida 33957.

GASCON RANCH. Rociada, New Mexico. Southwestern hospitality midst Alpine surroundings.

MONTAUK POINT . . . by Walt Whitman. I stand as on some mighty eagle's beak, Eastward the sea absorbing, viewing, (nothing but sea and sky), The tossing waves, the foam, the ships in the distance, The wild unrest, the snowy, curling caps—that inbound urge and urge of waves, Seeking the shores forever. GURNEY'S INN . . . by Nick Monte. Oceanfront Cottages & Hostelry, "On the Brink O' the Beach," Montauk, Long Island, New York 11954, United States of America, Planet Earth. Open All Year. 516-668-2345.

IRELAND—Galway Bay. Equipped caravan, rent $50 weekly. SR Box Z-698.

LARGE NEW COTTAGES directly on ocean. Electric heat, stone fireplaces, picture windows. Open May 1st to November 1st. Dan & Edith Thompson, New Harbor, Maine 04554. Tel. 207-677-2317.

FAMILY VACATIONS! ALOHA MANOR. Vermont lake. CAMP: sleep away or day. 1 counselor to 3 children. Pony. ADULTS: sailing, canoe trips, cookouts, tennis, fabulous meals. Cabins or housekeeping. Nearby: golf, auctions, Dartmouth. Mrs. Gulick Pierce, 531 East 20th, NYC, 10010. 212-GR 3-0222.

ON A CLEAR BLUE LAKE, pine bordered. Enjoy this family, nonhousekeeping cottage colony. Fireplaces. Chalet rooms. Delicious meals. Water skiing, canoe trips, tennis, lobster bakes, sauna, entertainment. Pets allowed. AAA recommended. Color folder. Chute Homestead, Box S, Naples, Maine 04055.

HEALTHFUL VACATIONING—Reducing. Fasting. Rejuvenation. Delightful foods. Pool. Solariums. Boats. SHANGRI-LA, Bonita, Florida 33923-SR.

MEXICO—$160 monthly, singles, American Plan. Colonial Hotel. Unspoiled village. La Quinta, Jocotopec, Jalisco.

THE SEASIDE, unspoiled Longboat Key, Florida 33577. Year 'round resort on private Gulf beach.

NASSAU—Relax in 1-2-3 room apartments. On excellent beach, pool. Cable Beach Manor, Box 263, Nassau, Bahamas.

LUXURY SCANDINAVIAN VILLAS—St. Thomas, Virgin Islands. 3 bedrooms, 2 baths. Near finest beaches. Daniel D. Miller, Inc., 420 Lexington Avenue, NYC 10017. 212-LE 2-7700.

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VACATIONS

(Continued from page 81)

VACATION PLUS! For Your Greatest-Ever Family Summer—Vacation, for a few days or many, in the clear, clean, mile-high air of Arizona's unique Prescott College. Mid-June to Labor Day. Attractive private unit dwellings on rolling, tree-covered 640 acre ranch-type campus. American, European Plan, moderate rates. Auditorium, meeting rooms, conference facilities, conventions welcome; child care. PLUS—Sunny days, cool nights; spectacular scenery; swimming, tennis, golf, hiking, fishing; English, western riding instruction, roping, chuckwagon cookouts. One to three day trips to Grand Canyon, other unique Arizona points of interest. Write for brochure. Director, Western Resources, Prescott College, Prescott, Arizona 86301. Or phone: 602-445-3524, ext. 277.

SCHOONER TIMBERWIND SAILS MAINE COAST. Your week includes island hopping, new friends, wonderful food and exciting sailing. $150 weekly-no extras. For brochure: Schooner Timberwind, Box 247B, Rockport, Maine 04856.

ECHO VALLEY—Secluded housekeeping cabins near Mount Rushmore. Keystone, South Dakota 57751.

COTTAGES ON LAKE, near coast, Perry, Maine. 3 large bedrooms. $100. Alice M. Otis, Quogue, N.Y. 11959. 516-653-4186.

PELICAN COVE MOTEL AND MARINA—Florida Keys, immaculate oceanside apartments, beach, swimming, fishing, skindiving, tennis, shelling, birdwatching, loafing. Literate, congenial company on balmy tropical isle, Islamorada. Phone 305-664-2811. THE SHARY'S.

HOTEL PLAYA MAZATLAN. Beautiful, safe, tropical beach, quiet resort, best international cuisine and service. Write for information to Hotel Playa Mazatlan, Apartado 207, Mazatlan, Sinaloa, Mexico.

PARADOR MARTORELL, inn by world famous Luquillo Beach. Box 0, Luquillo, P.R.

WE'RE STATIA'S LARGEST INN. (We have five rooms.) Almond Tree Inn, St. Eustatius, N.A.

OVERLOOKING THE BLUE PACIFIC in San Francisco. Residential area. Seal Rock Inn Motel, 545 Point Lobos Avenue, 94121. Write for rates.

BEAU JAMES GUESTHOUSE, Box 75, St. Maarten, Netherlands Antilles. Beachfront. Superb food/convivial bar. Reasonable.

FLORIDA KEYS—ISLAMORADA, Box 222R, Drop Anchor Resort Motel. AAA. Relaxed oceanfront tropical living. Efficiencies. Pool. Brochure.

JACKSON HOLE. Dude ranch bordering Grand Teton National Park. Riding, fishing, hiking. Secluded! FLYING V RANCH, Box 69, Kelly P.O., Jackson Hole, Wyoming 83011.

CORAL STRAND HOTEL, Aruba, N.A.—64 luxury rooms a few steps from beach and poolside. Gourmet dining. Cocktail lounge. Nightly entertainment. Complete resort. Contact Robert Reid Associates, 1270 Avenue of the Americas, NYC 10020.

VACATION WORKSHOPS

WEST COAST Summer Humanities Workshop—coed, for high school students—Claremont Men's College, June 26th-July 17th. Box 25, Inglewood, California 90306.

SUMMER STUDIES ABROAD

GERMANY—FRANCE—SPAIN — SCHILLER COLLEGE —see "STUDIES ABROAD." Language, Literature, Art, Theatre, Music, East-West Studies.

STUDY IN GERMANY at Marquette University's language training center. Travel throughout Germany on two excursions. Earn 9 college credits. June 7th to August 8th, 1971. Write for detailed brochure: Marquette University, German Language Center, Summer Sessions, Milwaukee, Wisconsin 53233.

INTERNATIONAL STUDIES—July-August 1971: London, Copenhagen, West Berlin, U.S.S.R., East Africa, Central America, Mexico. University credit programs: Literature, Humanities, Psychology, Education, Reading, Political Science, Theatre. Write: Director, International Summer Study Program, 2816 C.L., University of Pittsburgh, Pittsburgh, Pennsylvania 15213.

SUMMER STUDIES ABROAD

FOR HIGH SCHOOL STUDENTS and Graduates. Exceptional travel plans in Western Europe—Czechoslovakia and Yugoslavia—Greece and Turkey—Russia. Get off the beaten track and become involved in European life. Speak French in France or Spanish in Spain all summer. Or stay in a Soviet youth center; sail with Breton fishermen; climb glacier-covered Alps; ski in August at Mont Blanc; make bicycle trip in Denmark; hike with Czech students; live with European family. Music festivals, theatres. 20th year. Write: George R. Shumlin, Putney Student Travel, Putney, Vermont 05346.

LESLEY FROST announces several innovations for her Escuela de la Tahona, La Granja (Segovia), Spain, July 1st-August 15th, 1971. First, it will be coed. Secondly, girls from previous summers doing advanced Spanish may return. Third, "new" applicants, girls and boys, must have had several years of Spanish, possibly with the Experiment, A.F.S., etc. Spanish spoken. School bus, with usual tours. 129 East 10th Street, NYC 10003.

LIVE! STUDY! TRAVEL ABROAD! Pre-College/College. Accredited universities in Europe. Study language, literature, art, music, drama, dance. Visit major cities; festivals, social and sports activities. Continental Study Projects, Inc., 527 Madison Avenue, New York, N.Y. 10022.

HIGH SCHOOL SPANISH PROGRAM—One month in beautiful hacienda in Colima, Mexico. Write: Richard Hancock, University of Oklahoma, Norman, Oklahoma 73069.

WROXTON COLLEGE IN ENGLAND: June 28th-August 13th. Graduate courses in Shakespeare, novel and drama. British University Lecturers. Plays at nearby Stratford. Historic sightseeing trips. Residence in Lord North's Wroxton Abbey. Write Wroxton Office, Fairleigh Dickinson University, Teaneck, New Jersey 07666.

YUCATAN, OAXACA, TEHUACAN—students 14-18 study Anthropology, Philosophy, Spanish in Mexico. Box 4486, Stockton, California 95204.

ROME, ITALY: stimulating curriculum, faculty. Etruscan archaeological program. $960 inclusive. June 9th-July 29th. Trinity College/Rome Campus, Hartford, Connecticut 06106.

"I TOOK THE ROAD less traveled" . . . Exploring Anthropology/Archaeology-Theatre-Dance-Tennis-Art-Ceramics-Languages-Homestays-Baltic Cruise. YOUTH TRAVELS TO MEXICO/EUROPE, 47 Stephanmarc, New Hyde Park, N.Y. 11040. 516-GE 7-7154.

SUMMER STUDYTRAVEL. Africa, Alaska, Mexico, South America, Scandinavia, U.S.S.R., Yugoslavia, World. High school and college students, adults. For world understanding and personal growth. STUDYTRAVEL, Dept. S, Friends World College, Westbury, N.Y. 11590. 516-248-2616.

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KINGSLEY DOUBLE-CROSTIC NO. 1924

Reg. U. S. Patent Office

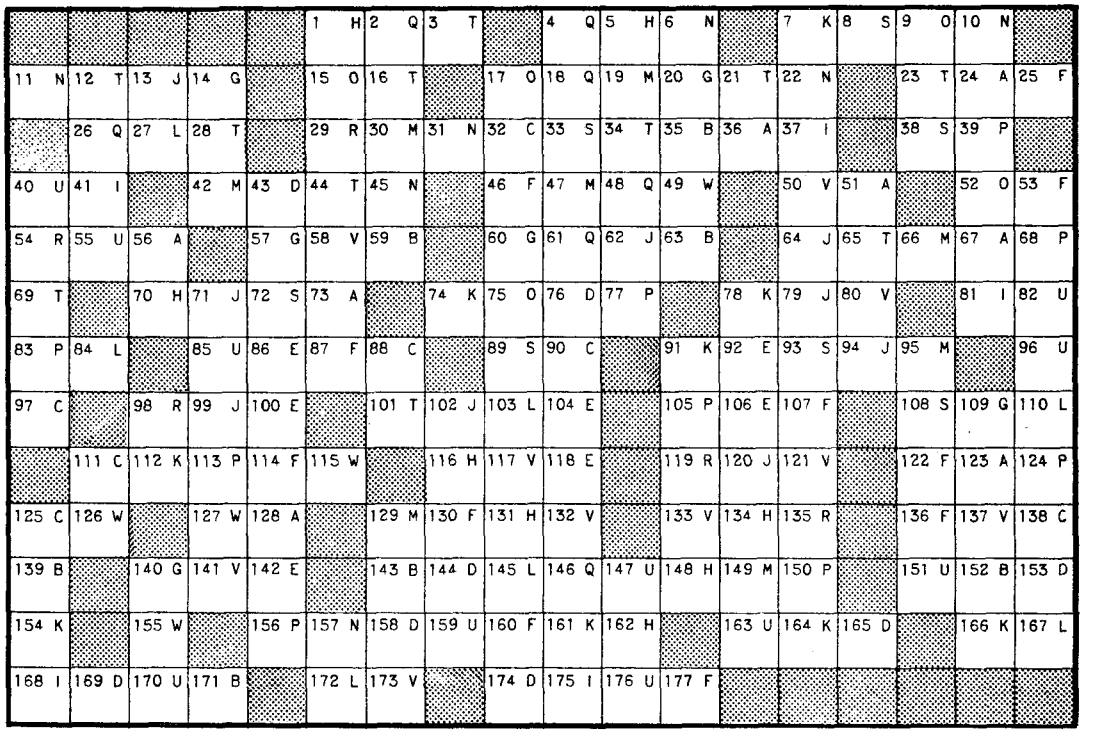
By Thomas H. Middleton

DEFINITIONS	WORDS
A. Ancient people of Asia Minor and Syria, dominant c. 1900-1200 B.C.	24 36 51 56 67 73 123 128
B. Caleb's wife, mother of Hur (I Chron. 2:19)	139 143 152 171 35 59 63
C. "—— tells thy virtues." (2 wds.; Shelley, "On Robert Emmet's Grave")	88 90 97 125 138 32 111
D. Plant deeply and firmly	144 153 165 169 174 43 76 158
E. Capital of the largest autonomous republic in the USSR	100 106 86 92 118 142 104
F. Accomplished with impunity (3 wds.)	114 130 136 160 177 53 25 46 87 107 122
G. Call in question	140 60 14 20 57 109
H. Shorten; abridge (2 wds.)	116 131 148 162 1 5 70 134
I. One of the "Seven Deadly Sins"	168 37 41 81 175
J. Advocate of mob rule	13 62 71 79 102 64 94 99 120
K. Papua (2 wds.)	154 166 74 91 112 161 164 7 78
L. Thoroughly (2 wds.)	84 103 110 145 167 172 27

DEFINITIONS	WORDS
M. Nocturnal, hibernating Old World mammal related to the shrew and the mole	30 47 95 129 149 42 66 19
N. Commander of the Myrmidons and close friend of Achilles in the Trojan War	22 31 45 157 10 6 11
O. After *The*: 1906 play by Henry Bernstein	15 52 75 9 17
P. Undeniable truths (2 wds.)	77 83 150 113 105 124 68 156 39
Q. Serviceableness	61 146 2 48 18 26 4
R. Condition of being figuratively surrounded	98 119 135 54 29
S. Former name of Djakarta	33 72 89 93 8 38 108
T. Hell (2 wds.)	34 28 12 65 69 44 23 16 21 101 3
U. Greek philosopher founder of the Cynics	163 55 151 96 40 147 82 170 159 176 85
V. Blindly adoring	50 132 58 80 133 141 137 173 117 121
W. Those lacking professional knowledge of a given subject	49 155 127 126 115

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop.



Solution of last week's Double-Crostic will be found on page 12 of this issue.

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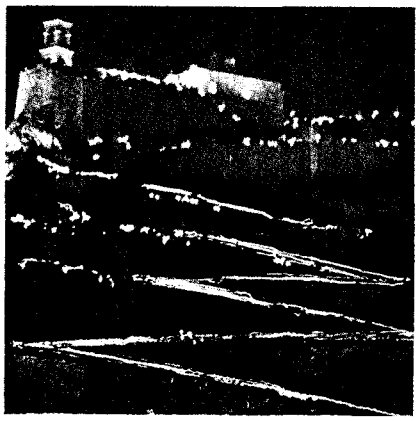

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